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ABSTRACT

This first annual report describes student performance in reading and writing from the spring 1997 administration of the Colorado Student Assessment Program (CSAP). In this first administration of CSAP, all fourth grade students in Colorado were assessed. The report provides policymakers, educators, parents, and the community with a general accounting and a concise overview of the performance of Colorado's fourth grade students relative to the State Model Content Standards Reading and Writing. The first part of the report summarizes student performance in Reading; and part 2 summarizes student performance in Writing. Results on student performance are reported by gender, race and ethnicity, disabling condition, test accommodation, and size of district. Contains numerous tables and figures of data; appendixes contain proficiency level descriptors for grade 4 Reading; a "mock-up" student report with proficiency level descriptors, grade 4 Reading; proficiency level descriptors for grade 4 Writing; and a "mock-up" student report with proficiency level descriptors, grade 4 Writing. (RS)

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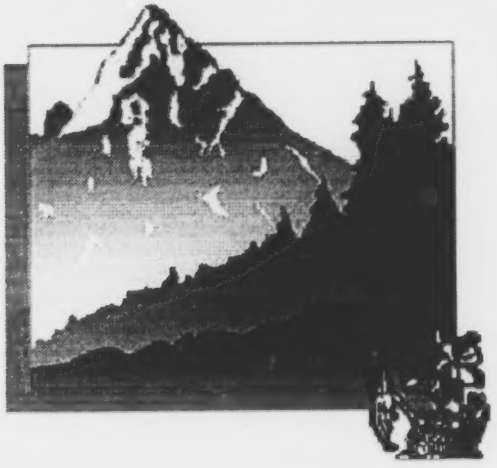
COLORADO

Student Assessment Program

STUDENT PERFORMANCE IN READING & WRITING
GRADE 4 SPRING 1997



Annual Report to the Colorado General Assembly

by

The Colorado Department of Education

Dr. William J. Moloney, Commissioner

Dr. Richard A. Laughlin, Deputy Commissioner

January 1, 1998

CSAP

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CS 013 511

ANNUAL REPORT

ON THE

COLORADO STUDENT ASSESSMENT PROGRAM

STUDENT PERFORMANCE IN READING AND WRITING

FOURTH GRADE

SPRING 1997

In Accordance with House Bill 97-1249

Colorado Revised Statutes 22-7-409(2)

Prepared for the Colorado General Assembly

by

The Colorado Department of Education

Dr. William J. Moloney, Commissioner

Dr. Richard A. Laughlin, Deputy Commissioner

January 1, 1998

Legal Basis for the Report Herein

House Bill 97-1249
Colorado Revised Statutes 22-7-409(2)

The department shall prepare an annual report of the results of the statewide assessments which shall be submitted no later than January 1, 1998, and no later than each January 1 thereafter, to the education committees of the house of representatives and the senate and to the governor and which shall be made available upon request to members of the public. In the report, the department shall present the percentage of students achieving each of the performance levels specified by the board, calculated for the state as a whole, for each district and by district size. The department shall also report the percentage of students in the state achieving each of the performance levels by gender, race, separate disabling condition, and ethnicity. The department shall also report said percentages of school, categorizing the schools by socioeconomic status determined by the number of students eligible for free or reduced-cost lunch.

Table of Contents

Standards-Based Education and Assessment in Colorado 1
Purpose of the Colorado Student Assessment Program 1
Description of the 1997 Assessments 1
Content and Organization of This Report 2

Part 1 Student Performance in Reading Grade 4 CSAP Spring 1997 3

Section 1.1. Performance of 4th Grade Students Statewide in Reading 4
Number of Students Assessed 4
Table 1. Student Assessment Status in Reading 4
Performance of Students Statewide in Reading 5
Figure 1. Reading Performance of All 4th Grade Students 5
Table 2. Reading Performance of All 4th Grade Students 5
Student Performance in Reading by Gender 6
Table 3. Reading Performance of 4th Grade Students by Gender 6
Student Performance in Reading by Race and Ethnicity 7
Table 4. Reading Performance of 4th Grade Students by Race and Ethnicity 7
Student Performance in Reading by Disabling Condition 8
Table 5. Reading Performance of 4th Grade Students by Disabling Condition 8
Table 6. Reading Performance of 4th Grade Students by Test Accommodation 9
Student Performance in Reading by District Size 10
Table 7. Reading Performance of 4th Grade Students by District Size 10

Section 1.2 District Performance Levels in Reading 11
District Summaries of Student Performance in Reading 11
Table 8. Reading Performance of 4th Grade Students in Colorado School Districts 11

Section 1.3. Performance of Schools Classified by Socioeconomic Status 18
Reading Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch 18
Table 9A. Reading Performance of all 4th Grade Students in Schools at SES Level 1 18
Table 9B. Reading Performance of all 4th Grade Students in Schools at SES Level 2 18
Table 9D. Reading Performance of all 4th Grade Students in Schools at SES Level 4 19
Table 9E. Reading Performance of all 4th Grade Students in Schools at SES Level 5 19
Table 9F. Reading Performance of all 4th Grade Students in Schools at SES Level 6 20
Reading Performance of Students by Gender in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch 20
Table 10A. Reading Performance of 4th Grade Students by Gender in Schools at SES Level 1 20
Table 10B. Reading Performance of 4th Grade Students by Gender in Schools at SES Level 2 21
Table 10C. Reading Performance of 4th Grade Students by Gender in Schools at SES Level 3 21
Table 10D. Reading Performance of 4th Grade Students by Gender in Schools at SES Level 4 22
Table 10E. Reading Performance of 4th Grade Students by Gender in Schools at SES Level 5 22
Table 10F. Reading Performance of 4th Grade Students by Gender in Schools at SES Level 6 23
Reading Performance of Students by Race and Ethnicity in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch 24
Table 11A. Reading Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 1 24
Table 11B. Reading Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 2 25
Table 11C. Reading Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 3 26

Table 11D. Reading Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 4 27
Table 11E. Reading Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 5 28
Table 11F. Reading Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 6 29
Table 12A. Reading Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 1 30
Table 12B. Reading Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 2 31
Table 12C. Reading Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 3 32
Table 12D. Reading Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 4 33
Table 12E. Reading Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 5 34
Table 12F. Reading Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 6 35
Reading Performance of Students by Test Accommodation in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch 36
Table 13A. Reading Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 1 36
Table 13B. Reading Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 2 37
Table 13C. Reading Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 3 38
Table 13D. Reading Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 4 39
Table 13F. Reading Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 6 41
Reading Performance of Students by District Size in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch 42
Table 14A. Reading Performance of 4th Grade Students by District Size in Schools at SES Level 1 42
Table 14B. Reading Performance of 4th Grade Students by District Size in Schools at SES Level 2 42
Table 14C. Reading Performance of 4th Grade Students by District Size in Schools at SES Level 3 43
Table 14D. Reading Performance of 4th Grade Students by District Size in Schools at SES Level 4 43
Table 14E. Reading Performance of 4th Grade Students by District Size in Schools at SES Level 5 44
Table 14F. Reading Performance of 4th Grade Students by District Size in Schools at SES Level 6 44

Part 2 Student Performance in Writing Grade 4 CSAP Spring 1997 45

Number of Students Assessed 46
Table 15. Student Assessment Status in Writing 46
Performance of Students Statewide in Writing 47
Table 16. Writing Performance of All 4th Grade Students 47
Student Performance in Writing by Gender 48
Table 17. Writing Performance of 4th Grade Students by Gender 48
Student Performance in Writing by Race and Ethnicity 49
Table 18. Writing Performance of 4th Grade Students by Race and Ethnicity 49

Student Performance in Writing by Disabling Condition 50
Table 19. Writing Performance of 4th Grade Students by Disabling Condition 50
Student Performance in Writing by Test Accommodation 51
Table 20. Writing Performance of 4th Grade Students by Test Accommodation 51
Student Performance in Writing by District Size 52
Table 21. Writing Performance of 4th Grade Students by District Size 52

Section 2.2. District Performance Levels in Writing 53
District Summaries of Student Performance in Writing 53
Table 22. Writing Performance of 4th Grade Students in Colorado School Districts 53

Section 2.3. Performance of Schools Classified by Socioeconomic Status 60
Writing Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch 60
Table 23A. Reading Performance of all 4th Grade Students in Schools at SES Level 1 60
Table 23B. Writing Performance of all 4th Grade Students in Schools at SES Level 2 60
Table 23D. Writing Performance of all 4th Grade Students in Schools at SES Level 4 61
Table 23E. Writing Performance of all 4th Grade Students in Schools at SES Level 5 61
Table 23F. Writing Performance of all 4th Grade Students in Schools at SES Level 6 62
Writing Performance of Students by Gender in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch 62
Table 24A. Writing Performance of 4th Grade Students by Gender in Schools at SES Level 1 62
Table 24B. Writing Performance of 4th Grade Students by Gender in Schools at SES Level 2 63
Table 24C. Writing Performance of 4th Grade Students by Gender in Schools at SES Level 3 63
Table 24D. Writing Performance of all 4th Grade Students by Gender in Schools at SES Level 4 64
Table 24E. Writing Performance of 4th Grade Students by Gender in Schools at SES Level 5 64
Table 24F. Writing Performance of 4th Grade Students by Gender in Schools at SES Level 6 65
Writing Performance of Students by Race and Ethnicity in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch 66
Table 25A. Writing Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 1 66
Table 25C. Writing Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 3 68
Table 25D. Writing Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 4 69
Table 25E. Writing Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 5 70
Table 25F. Writing Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 6 71
Writing Performance of Students by Disabling Condition in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch 72
Table 26A. Writing Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 1 72
Table 26B. Writing Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 2 73
Table 26C. Writing Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 3 74
Table 26D. Writing Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 4 75
Table 26E. Writing Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 5 76
Table 26F. Writing Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 6 77
Writing Performance of Students by Test Accommodation in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch 78

Table 27A. Writing Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 1 78
Table 27B. Writing Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 2 79
Table 27C. Writing Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 3 80
Table 27D. Writing Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 4 81
Table 27F. Writing Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 6 83
Writing Performance of Students by District Size in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch 84
Table 28A. Writing Performance of 4th Grade Students by District Size in Schools at SES Level 1 84
Table 28B. Writing Performance of 4th Grade Students by District Size in Schools at SES Level 2 84
Table 28C. Writing Performance of 4th Grade Students by District Size in Schools at SES Level 3 85
Table 28D. Writing Performance of 4th Grade Students by District Size in Schools at SES Level 4 85
Table 28E. Writing Performance of 4th Grade Students by District Size in Schools at SES Level 5 86
Table 28F. Writing Performance of 4th Grade Students by District Size in Schools at SES Level 6 86

Appendix A Proficiency Level Descriptions for Grade 4 Reading, Colorado Student Assessment Program 87

Appendix B "Mock-up" Student Report with Proficiency Level Descriptors, Grade 4 Reading, Colorado Student Assessment Program 92

Appendix C Proficiency Level Descriptions for Grade 4 Writing, Colorado Student Assessment Program 94

Appendix D "Mock-up" Student Report with Proficiency Level Descriptors, Grade 4 Writing, Colorado Student Assessment Program 98

Foreword

On behalf of the State Board of Education, the Colorado Department of Education (CDE) is pleased to present the first annual report on student performance in reading and writing from the Spring 1997 administration of the Colorado Student Assessment Program (CSAP). In this first administration of CSAP, all fourth grade students in Colorado were assessed.

This report will provide policymakers, educators, parents, and the community with a general accounting and a concise overview of the performance of Colorado's fourth grade students relative to the State Model Content Standards in Reading and Writing. This report should raise awareness of the status of public education in Colorado as the public schools begin implementation of standards-based education reform state-wide. The results from this first assessment of fourth grade reading and writing are important to schools and districts, as well as for state accountability, because they provide the baseline against which future student progress toward meeting the state content standards in reading will be measured. Thus, this first *Annual Report* begins the evaluative process to assess the strengths and gaps in Colorado public education in these content areas and provides information for planning and improving instruction and delivery of educational services.

Standards-Based Education and Assessment in Colorado

With the passage of House Bill 93-1313, Colorado embarked on its path toward standards-based education reform. This legislation charged the State to develop model content standards that would guide student learning in Colorado public schools. Colorado Model Content Standards in the areas of reading, writing, geography, mathematics, science, and history were adopted by the State Board of Education in June 1995. As mandated by this legislation, each of the 176 school districts in Colorado also has written and adopted standards that meet or exceed those of the State. These standards are statements of the academic content each student is expected to learn; they describe what students should know and be able to do. Content standards focus the education system on common, well-defined goals. They establish the framework for ensuring that rigorous academic content is being taught, and they raise expectations for all students. The State Model Content Standards and District Content Standards present students and teachers with clear and challenging educational targets; serve as a focus on student learning and achievement; and provide the impetus for a measurement tool for judging students' academic learning and performance.

In accordance with House Bills 93-1313 and 97-1249, the Colorado Department of Education initiated the first statewide assessment of public school students relative to the State Model Content Standards with the Spring 1997 Colorado Student Assessment Program's assessment of all fourth grade students in reading and writing.
These assessments were developed specifically to measure student performance relative to the State Model Content Standards.

Purpose of the Colorado Student Assessment Program

The purpose of the Colorado Student Assessment Program (CSAP) is to provide educators, policymakers, and the community with a picture of student performance and to determine the level at which Colorado students meet the State academic content standards. The results will provide a context for improving public education in Colorado. The fact that CSAP is based on the State's model content standards will ensure that all districts are held to the same challenging standards that Coloradans expect for their children regardless of students' individual characteristics or whether they live in urban, suburban or rural areas.

Description of the 1997 Assessments

Between April 28 and May 9, 1997, 51,655 fourth grade students in Colorado were assessed in reading and writing by the first statewide assessment, the Colorado Student Assessment Program. The assessments were administered over the course of six 50-minute testing periods: three 50-minute sessions for reading and three 50-minute sessions for writing. Most students participated in the regular assessment. Some students with disabilities received accommodations in how the assessment was

administered similar to those they received in instruction. For example, large-print and Braille versions of the assessment were provided for visually impaired students. A few students did not participate in the Assessment because the severity of their disabilities precluded the statewide assessment as an appropriate measure of their achievement.

For the reading assessment, students were required to read passages and individually respond to selected-response (multiple-choice) and constructed-response (open-ended) questions about the passages. For the writing assessment, each student responded to writing prompts, editing tasks, and selected-response and constructed-response questions.

Content and Organization of This Report

In accordance with House Bill 97-1249 (Colorado Revised Statutes 22-7-409(2)), State summary results on student performance are reported by gender, race and ethnicity, disabling condition, test accommodation, and size of district. Summary results of student performance for each school district and student performance by school socioeconomic classification also are provided.

This report is presented in two parts: Part 1 summarizes student performance in reading, while Part 2 summarizes student performance in writing. These sections are organized as follows:

Part 1: Student Performance in Reading

Section 1.1 provides the summary of the performance of all fourth grade students in reading; Section 1.2 presents a summary of student reading performance in each of the school districts; and Section 1.3 presents the reading results categorized by percent of students in the school receiving free or reduced-cost lunch, the indicator of socioeconomic status.

Part 2: Student Performance in Writing

Section 2.1 provides the summary of the performance of all fourth grade students in writing; Section 2.2 presents a summary of student writing performance in each of the school districts; and Section 2.3 presents the writing results categorized by percent of students in the school receiving free or reduced-cost lunch, the indicator of socioeconomic status.

Part 1

Student Performance in Reading

Grade 4

CSAP Spring 1997

Section 1.1. Performance of 4th Grade Students Statewide in Reading

Number of Students Assessed

In all, 50,324 of the 51,655 Colorado fourth grade students completed the assessment in reading during the Spring 1997 CSAP. Only three percent, or 1,331 students, were not tested because they: (1) did not complete all testing sessions, shared answers, or made no attempt to respond to the test; (2) were not sufficiently literate in English or Spanish to take either assessment; (3) had a documented parental/guardian refusal; or (4) were working on individual standards rather than on the district-adopted standards for reading due to the severity of a disability.

Table 1. Student Assessment Status in Reading
CSAP Spring 1997

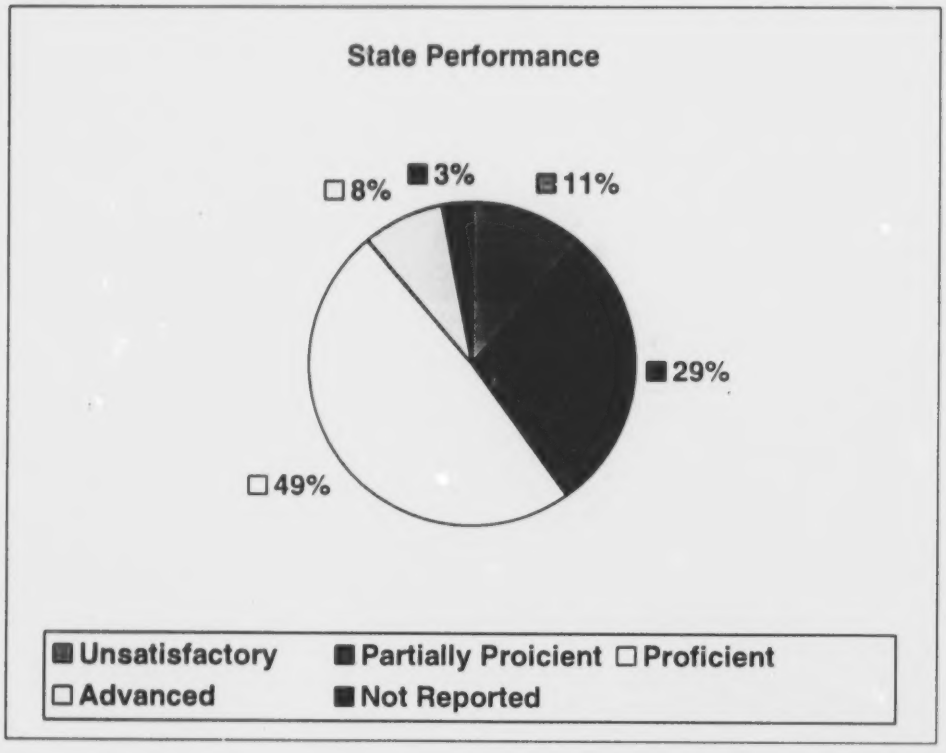
Student Assessment Status	Number	Percent
Students completing the assessment	50,324	97.4
Test incomplete or invalid	734	1.4
Not tested: Not literate in English or Spanish	151	0.3
Not tested: Working on individualized standards	409	0.8
Not tested: Parental/Guardian refusal	37	0.1
State Total	51,655	100.0

The remainder of this section presents the results of the 1997 student performance in reading for the State as a whole. The following tables are presented in this section:

Table 2. Reading Performance of All 4th Grade Students: CSAP Spring 1997
Table 3. Reading Performance of 4th Grade Students by Gender: CSAP Spring 1997
Table 4. Reading Performance of 4th Grade Students by Race and Ethnicity: CSAP Spring 1997
Table 5. Reading Performance of 4th Grade Students by Disabling Condition: CSAP Spring 1997
Table 6. Reading Performance of 4th Grade Students by Test Accommodation: CSAP Spring 1997
Table 7. Reading Performance of 4th Grade Students by District Size: CSAP Spring 1997

Performance of Students Statewide in Reading

Figure 1. Reading Performance of All 4th Grade Students
CSAP Spring 1997



Four proficiency levels for describing the performance of students on the CSAP reading and writing assessments were recommended by the Standards and Assessment Development and Implementation (SADI) Council to the State Board of Education and were adopted on October 3, 1997. A detailed description of the types of knowledge and skills that must be demonstrated for each performance level on the CSAP reading assessment is provided in Appendix A. Condensed descriptors that were reported with individual student reports to schools, along with a "mock-up" example of a student reading report is illustrated in Appendix B.

Table 2. Reading Performance of All 4th Grade Students
CSAP Spring 1997

State	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	11%	29%	49%	8%	3%	100%

Table 2 indicates that in 1997, 57 percent of Colorado fourth grade students were considered proficient or advanced in reading, while the performance of 11 percent was deemed unsatisfactory. To be classified as proficient, a student was considered as meeting the State Model Content Standards for reading.

The final category reported, "Not tested," represents students who were not tested due to inadequate literacy in either English or Spanish, parental refusal, or to the severity of a disability that had resulted in the student working on individual standards rather than on the district-adopted standards for reading. Students who did not complete all testing sessions or whose tests were invalid (e.g., student shared answers, made no attempt to respond to the test) also are contained in this category. It was the intent of the Colorado Department of Education that as many students as possible participate in the assessment. (Accommodations for students' disabilities were allowed in order to increase participation; these are discussed later in this section.) As a result, only three percent of fourth grade students did not participate in the 1997 CSAP assessment of reading.

Student Performance in Reading by Gender

Table 3. Reading Performance of 4th Grade Students by Gender
CSAP Spring 1997

Gender	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Male	13%	31%	47%	6%	3%	100%
Female	9%	27%	52%	9%	2%	100%
Data invalid or not provided*	19%	30%	38%	6%	7%	100%
State Total	11%	29%	49%	8%	3%	100%

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.

As illustrated in Table 3, the results of the 1997 CSAP indicate that fourth grade girls out performed boys in reading: 61 percent of the girls and 53 percent of the boys were proficient or above in reading. The comparative performance of Colorado girls and boys in reading is consistent with that of students nationally.

Student Performance in Reading by Race and Ethnicity

Table 4. Reading Performance of 4th Grade Students by Race and Ethnicity
CSAP Spring 1997

Race/Ethnicity	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Asian or Pacific Islander	12%	28%	46%	9%	6%	100%
Black	24%	39%	30%	2%	4%	100%
Hispanic	24%	39%	30%	2%	5%	100%
Native Amer./ Alaska Native	20%	38%	36%	2%	5%	100%
White	7%	26%	56%	10%	2%	100%
Other	11%	30%	51%	5%	3%	100%
Data invalid or not provided*	20%	32%	41%	6%	1%	100%
State Total	11%	29%	49%	8%	3%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by test administrator.

The 1997 CSAP results shown in Table 4 indicate that Colorado's minority and non-minority students perform similarly to minority students across the Nation. Non-minority (white) and Asian/Pacific Islander students, on average, scored much higher than other minority students.

Student Performance in Reading by Disabling Condition

Table 5. Reading Performance of 4th Grade Students by Disabling Condition
CSAP Spring 1997

Disabling Condition	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No disability	8%	29%	54%	8%	1%	100%
Signif. limited intellec. capacity	47%	8%	2%	0%	43%	100%
Emotional disability	30%	33%	19%	1%	18%	100%
Percept./communi-cative disability	50%	34%	9%	0%	7%	100%
Hearing disability	20%	39%	24%	2%	14%	100%
Visual disability	32%	37%	18%	8%	5%	100%
Physical disability	39%	31%	22%	1%	7%	100%
Autism	19%	19%	10%	10%	43%	100%
Traumatic brain injury	X	X	X	X	X	
Speech/language disability	39%	38%	16%	1%	6%	100%
Deaf-blind	13%	31%	48%	4%	5%	100%
Multiple handicaps	25%	11%	2%	0%	62%	100%
Data invalid or not provided*	13%	29%	47%	8%	2%	100%
State Total	11%	29%	49%	8%	3%	100%

*Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

The results on student performance by separate disabling condition shown in Table 5 should be interpreted with caution. After student test books were returned, it was discovered that many test or school administrators had not provided any information on students' disabilities or that much of the data provided was invalid (e.g., more than one category was marked although the instructions were to mark the single primary disability of the student). Therefore, any inferences based on these data may be unwarranted and invalid.

Student Performance in Reading by Test Accommodation

Table 6. Reading Performance of 4th Grade Students by Test Accommodation
CSAP Spring 1997

Test Accommodation	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No accommodation	9%	29%	52%	8%	2%	100%
Braille	X	X	X	X	X	
Large print	62%	23%	8%	0%	8%	100%
Audiotaped directions only	58%	33%	5%	0%	4%	100%
Audiotaped entire test	31%	44%	14%	2%	10%	100%
Scribe	50%	27%	15%	2%	6%	100%
Signing of presentation or response	44%	28%	6%	0%	22%	100%
Assistive communica-tion device for response	18%	18%	24%	0%	41%	100%
Extended/modified timing/scheduling	37%	36%	17%	1%	8%	100%
Data invalid or not provided*	19%	29%	42%	7%	3%	100%
State Total	11%	29%	50%	8%	3%	100%

*Data on student's test accommodation was invalid or was not provided by test administrator.

X: Number tested was fewer than 16; no summaries reported

It is the goal of the Colorado Department of Education to describe <u>all</u> students' true levels of achievement with accuracy by providing as many students as possible with the opportunity to demonstrate their skills and knowledge in reading. Since accommodations are used during instruction to provide students with access to information and learning activities, the CSAP allows assessment accommodations that also are used for instruction in reading. An accommodation is a change made to the assessment procedures that provides a student with an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the construct being measured, instructional level, content, or the performance criteria. Accommodations are not intended to provide an unfair advantage; they are intended to simply "level the playing field." One accommodation that is **not** allowed because it would provide an unfair advantage and change the construct being measured is reading the reading test to the student. The test results would not be a valid indicator of a student's ability to decode print information, but rather, would indicate the student's ability to process and decode auditory information. Results of accommodated and non-accommodated assessments are shown in Table 6. The vast majority of students who received accommodations in the assessment procedure were special education students and students with disabilities.

Student Performance in Reading by District Size

Table 7. Reading Performance of 4th Grade Students by District Size
CSAP Spring 1997

District Enrollment	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
300 or less	9%	31%	51%	7%	2%	100%
301-600	9%	30%	51%	8%	2%	100%
601-1200	12%	32%	47%	7%	2%	100%
1201-6000	10%	31%	51%	7%	2%	100%
6001-24999	10%	27%	52%	8%	3%	100%
25000 or more	13%	29%	47%	8%	3%	100%
State Total	11%	29%	49%	8%	3%	100%

The results of CSAP in Table 7 indicate that, in general, student performance in reading does not vary substantially by size of school district, indicated by total district enrollment except, that overall, slightly fewer students in the largest districts (25,000 or more students) or districts with enrollments between 601 and 1,200 were proficient or advanced in reading.

Section 1.2 District Performance Levels in Reading

While only three percent of fourth grade students, on average, were not tested or had invalid tests in reading, this percentage ranged from zero percent to 11 percent within school districts. Nine districts reported not testing (or invalid tests) for six to 11 percent of their fourth grade students, two to four times the state average.

A summary of results of the 1997 CSAP assessment of student performance in reading for each school district is provided in Table 8 below.

District Summaries of Student Performance in Reading

Table 8. Reading Performance of 4th Grade Students in Colorado School Districts CSAP Spring 1997

SCHOOL DISTRICT	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not Tested	
ACADEMY	4%	20%	61%	14%	1%	100%
ADAMS ARAPAHOE	18%	33%	42%	4%	3%	100%
ADAMS COUNTY 14	18%	47%	26%	1%	8%	100%
AGATE	X	X	X	X	X	
AGUILAR REORGANIZED	X	X	X	X	X	
AKRON	X	X	X	X	X	
ALAMOSA	17%	43%	32%	6%	1%	100%
ARCHULETA COUNTY	14%	36%	46%	2%	3%	100%
ARICKAREE	X	X	X	X	X	
ARRIBA-FLAGLER	X	X	X	X	X	
ASPEN	2%	26%	66%	3%	3%	100%
AULT HIGHLAND	9%	37%	44%	6%	4%	100%
BAYFIELD	2%	30%	58%	11%	0%	100%
BENNETT	9%	35%	50%	5%	1%	100%
BETHUNE	X	X	X	X	X	
BIG SANDY	12%	48%	32%	4%	4%	100%
BOULDER VALLEY	7%	21%	57%	14%	2%	100%
BRANSON REORGANIZED	X	X	X	X	X	

BRIGGSDALE	X	X	X	X	X	
BRIGHTON	13%	37%	42%	7%	1%	100%
BRUSH	14%	48%	30%	2%	7%	100%
BUENA VISTA	3%	23%	61%	9%	4%	100%
BUFFALO	10%	10%	55%	25%	0%	100%
BURLINGTON	19%	28%	43%	7%	3%	100%
BYERS	4%	28%	56%	8%	4%	100%
CALHAN	2%	36%	60%	2%	0%	100%
CAMPO	X	X	X	X	X	
CANON CITY	9%	31%	54%	6%	0%	100%
CENTENNIAL	8%	46%	31%	12%	4%	100%
CENTER	36%	30%	30%	1%	1%	100%
CHERAW	X	X	X	X	X	
CHERRY CREEK	5%	21%	57%	14%	3%	100%
CHEYENNE COUNTY	20%	24%	52%	4%	0%	100%
CHEYENNE MOUNTAIN	2%	12%	69%	17%	0%	100%
CLEAR CREEK	6%	27%	58%	9%	0%	100%
COLORADO SPRINGS 11	10%	29%	49%	9%	3%	100%
CONSOLIDATED	7%	25%	57%	4%	7%	100%
COTOPAXI	8%	25%	63%	4%	0%	100%
CREEDE CONSOLIDATED	X	X	X	X	X	
CRIPPLE CREEK	5%	60%	36%	0%	0%	100%
CROWLEY COUNTY	4%	38%	53%	4%	0%	100%
DE BEQUE	0%	41%	47%	12%	0%	100%
DEER TRAIL	X	X	X	X	X	
DEL NORTE	13%	46%	41%	0%	0%	100%
DELTA COUNTY	10%	31%	52%	6%	1%	100%
DENVER COUNTY	28%	34%	30%	3%	5%	100%
DOLORES	11%	19%	64%	6%	0%	100%
DOLORES COUNTY	0%	28%	68%	4%	0%	100%
DOUGLAS COUNTY	3%	21%	63%	11%	2%	100%

DURANGO	7%	29%	52%	9%	2%	100%
EADS	X	X	X	X	X	
EAGLE COUNTY	6%	25%	55%	12%	2%	100%
EAST GRAND	4%	18%	64%	11%	2%	100%
EAST OTERO	11%	28%	55%	4%	3%	100%
EAST YUMA COUNTY	13%	23%	59%	5%	0%	100%
EATON	5%	28%	62%	2%	3%	100%
EDISON	X	X	X	X	X	
ELBERT	0%	15%	85%	0%	0%	100%
ELIZABETH	2%	27%	56%	14%	1%	100%
ELLICOTT	24%	13%	55%	0%	8%	100%
ENGLEWOOD	11%	36%	50%	3%	0%	100%
FALCON	6%	35%	53%	4%	1%	100%
FLORENCE	14%	35%	46%	1%	4%	100%
FORT LUPTON	17%	39%	38%	2%	4%	100%
FORT MORGAN	24%	41%	31%	2%	1%	100%
FOUNTAIN	14%	37%	44%	4%	0%	100%
FOWLER	3%	30%	60%	7%	0%	100%
FRENCHMAN	X	X	X	X	X	100%
GARFIELD RE-2	16%	27%	49%	7%	1%	100%
GARFIELD 16	7%	35%	49%	9%	0%	100%
GENOA HUGO	4%	33%	48%	4%	11%	100%
GILCREST	17%	43%	36%	3%	1%	100%
GILPIN COUNTY	14%	29%	54%	3%	0%	100%
GRANADA	5%	32%	55%	5%	5%	100%
GREELEY	19%	31%	41%	6%	3%	100%
GUNNISON WATERSHED	6%	26%	62%	5%	1%	100%
HANOVER	18%	29%	47%	0%	6%	100%
HARRISON	18%	37%	38%	4%	2%	100%
HAXTUN	0%	14%	77%	9%	0%	100%
HAYDEN	5%	31%	59%	5%	0%	100%

HI PLAINS	X	X	X	X	X	
HINSDALE COUNTY	X	X	X	X	X	
HOEHNE REORGANIZED	0%	29%	52%	14%	5%	100%
HOLLY	20%	30%	47%	3%	0%	100%
HOLYOKE	2%	27%	56%	16%	0%	100%
HUERFANO	21%	49%	26%	3%	0%	100%
IGNACIO	27%	31%	37%	3%	1%	100%
JEFFERSON COUNTY	7%	29%	55%	8%	2%	100%
JOHNSTOWN-MILLIKEN	9%	42%	43%	4%	2%	100%
JULESBURG	0%	25%	31%	44%	0%	100%
KARVAL	X	X	X	X	X	
KEENESBURG	15%	36%	44%	4%	1%	100%
KIM REORGANIZED	X	X	X	X	X	
KIOWA	20%	32%	44%	4%	0%	100%
KIT CARSON	0%	33%	56%	11%	0%	100%
LA VETA	0%	0%	20%	75%	5%	100%
LAKE COUNTY	18%	33%	40%	3%	5%	100%
LAMAR	10%	25%	53%	12%	1%	100%
LAS ANIMAS	8%	46%	35%	8%	2%	100%
LEWIS PALMER	3%	18%	60%	18%	1%	100%
LIMON	2%	32%	55%	6%	4%	100%
LITTLETON	5%	21%	59%	12%	3%	100%
LONE STAR	X	X	X	X	X	
MANCOS	2%	26%	64%	6%	2%	100%
MANITOU SPRINGS	1%	25%	61%	11%	2%	100%
MANZANOLA	X	X	X	X	X	100%
MAPLETON	13%	41%	40%	4%	2%	100%
MC CLAVE	5%	45%	36%	14%	0%	100%
MEEKER	7%	19%	46%	29%	0%	100%
MESA COUNTY VALLEY	10%	31%	52%	6%	2%	100%
MIAMI YODER	8%	29%	58%	0%	4%	100%

MOFFAT	10%	29%	57%	5%	0%	100%
MOFFAT COUNTY	9%	27%	56%	6%	2%	100%
MONTE VISTA	10%	36%	51%	2%	1%	100%
MONTEZUMA-CORTEZ	17%	37%	41%	2%	2%	100%
MONTROSE COUNTY	13%	29%	50%	7%	1%	100%
MOUNTAIN VALLEY	12%	41%	35%	12%	0%	100%
NORTH CONEJOS	8%	25%	57%	7%	2%	100%
NORTH PARK	14%	14%	62%	10%	0%	100%
NORTHGLENN-THORNTON	13%	35%	44%	5%	3%	100%
NORWOOD	4%	30%	52%	13%	0%	100%
OTIS	17%	17%	44%	11%	11%	100%
OURAY	0%	30%	70%	0%	0%	100%
PARK ESTES PARK	5%	15%	75%	3%	1%	100%
PARK COUNTY	17%	38%	42%	4%	0%	100%
PAWNEE	X	X	X	X	X	
PEYTON	14%	44%	38%	2%	2%	100%
PLAINVIEW	X	X	X	X	X	
PLATEAU	X	X	X	X	X	
PLATEAU VALLEY	10%	13%	61%	10%	6%	100%
PLATTE CANYON	2%	13%	71%	14%	1%	100%
PLATTE VALLEY RE-7 (Weld)	7%	38%	46%	8%	0%	100%
PLATTE VALLEY RE-3 (Sedgwick)	X	X	X	X	X	
POUDRE	6%	22%	58%	12%	3%	100%
PRAIRIE	X	X	X	X	X	
PRIMERO	X	X	X	X	X	
PRITCHETT	X	X	X	X	X	100%
PUEBLO CITY 60	17%	36%	40%	4%	3%	100%
PUEBLO COUNTY 70	9%	27%	55%	9%	0%	100%
RANGELY	3%	39%	47%	8%	2%	100%
RIDGWAY	0%	9%	68%	18%	5%	100%

ROARING FORK	11%	29%	52%	4%	2%	100%
ROCKY FORD	26%	31%	40%	3%	0%	100%
SALIDA	6%	34%	49%	10%	1%	100%
SANFORD	19%	27%	50%	4%	0%	100%
SANGRE DE CRISTO	23%	45%	32%	0%	0%	100%
SARGENT	8%	28%	60%	0%	5%	100%
SHERIDAN	19%	47%	33%	1%	0%	100%
SIERRA GRANDE	43%	32%	21%	0%	4%	100%
SILVERTON	X	X	X	X	X	
SOUTH CONEJOS	25%	36%	28%	8%	3%	100%
SOUTH ROUTT	8%	38%	55%	0%	0%	100%
SPRINGFIELD	0%	24%	52%	21%	3%	100%
ST. VRAIN VALLEY	10%	25%	53%	10%	2%	100%
STEAMBOAT SPRINGS	4%	18%	66%	8%	4%	100%
STRASBURG	5%	25%	59%	9%	2%	100%
STRATTON	9%	30%	52%	9%	0%	100%
SUMMIT	6%	18%	68%	6%	1%	100%
SWINK	0%	20%	64%	16%	0%	100%
TELLURIDE	5%	21%	55%	17%	2%	100%
THOMPSON	8%	25%	57%	9%	2%	100%
TRINIDAD	12%	38%	41%	5%	3%	100%
VALLEY	9%	27%	52%	10%	1%	100%
VILAS	X	X	X	X	X	
WALSH	4%	35%	52%	9%	0%	100%
WELDON VALLEY	X	X	X	X	X	
WEST END	15%	45%	33%	5%	3%	100%
WEST GRAND	4%	28%	58%	2%	8%	100%
WEST YUMA COUNTY	4%	11%	65%	16%	5%	100%
WESTMINSTER	17%	32%	41%	3%	7%	100%
WIDEFIELD	11%	27%	53%	7%	2%	100%
WIGGINS	13%	35%	46%	4%	2%	100%

WILEY	8%	20%	56%	12%	4%	100%
WINDSOR	6%	20%	64%	11%	0%	100%
WOODLAND PARK	8%	23%	58%	11%	0%	100%
WOODLIN	X	X	X	X	X	
STATE TOTAL	11%	29%	49%	8%	3%	100%
X: Number tested fewer than 16; no district summaries reported						

Section 1.3. Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator or school SES. Schools are characterized by six levels of SES:

Level 1: None (0%) receiving free or reduced-cost lunch
Level 2: 1-14 % receiving free or reduced-cost lunch
Level 3: 15-29% receiving free or reduced-cost lunch
Level 4: 30-44% receiving free or reduced-cost lunch
Level 5: 45-59% receiving free or reduced-cost lunch
Level 6: 60% or more receiving free or reduced-cost lunch.

Reading Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

Tables 9A-F present the overall summary of results by school SES classification for the state as a whole.

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = None (0%)

Table 9A. Reading Performance of all 4th Grade Students in Schools at SES Level 1 CSAP Spring 1997

State	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	3%	18%	62%	16%	2%	100%

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 1-14%

Table 9B. Reading Performance of all 4th Grade Students in Schools at SES Level 2 CSAP Spring 1997

State	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	5%	24%	59%	11%	1%	100%

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 15-29%

Table 9C. Reading Performance of all 4th Grade Students

in Schools at SES Level 3
CSAP Spring 1997

State	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	9%	29%	52%	7%	2%	100%

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 30-44%

Table 9D. Reading Performance of all 4th Grade Students
in Schools at SES Level 4
CSAP Spring 1997

State	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	13%	32%	46%	6%	3%	100%

Level 5: Percent of Students Receiving Free/Reduced-Cost Lunch = 45-59%

Table 9E. Reading Performance of all 4th Grade Students
in Schools at SES Level 5
CSAP Spring 1997

State	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	18%	38%	38%	3%	3%	100%

Level 6: Percent of Students Receiving Free/Reduced-Cost Lunch = 60% or more

Table 9F. Reading Performance of all 4th Grade Students
in Schools at SES Level 6
CSAP Spring 1997

State	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	28%	39%	27%	2%	4%	100%

Reading Performance of Students by Gender in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

School SES summaries are reported by gender in Tables 10A-F below.

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = None

Table 10A. Reading Performance of 4th Grade Students by Gender
in Schools at SES Level 1
CSAP Spring 1997

Gender	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Male	3%	19%	63%	13%	2%	100%
Female	2%	16%	62%	19%	1%	100%
Data invalid or not provided*	3%	27%	51%	13%	6%	100%
Total	3%	17%	62%	16%	2%	100%
*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.						

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 1-14%

Table 10B. Reading Performance of 4th Grade Students by Gender in Schools at SES Level 2 CSAP Spring 1997

Gender	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Male	6%	26%	57%	9%	2%	100%
Female	4%	21%	61%	13%	1%	100%
Data invalid or not provided*	8%	29%	47%	8%	8%	100%
Total	5%	24%	59%	11%	1%	100%

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 15-29%

Table 10C. Reading Performance of 4th Grade Students by Gender in Schools at SES Level 3 CSAP Spring 1997

Gender	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Male	11%	32%	49%	5%	3%	100%
Female	7%	27%	56%	9%	1%	100%
Data invalid or not provided*	14%	31%	45%	5%	4%	100%
Total	10%	29%	52%	7%	2%	100%

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 30-44%

Table 10D. Reading Performance of 4th Grade Students by Gender
in Schools at SES Level 4
CSAP Spring 1997

Gender	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Male	16%	33%	43%	5%	3%	100%
Female	10%	31%	49%	7%	3%	100%
Data invalid or not provided*	20%	30%	38%	7%	6%	100%
Total	13%	32%	46%	6%	3%	100%
*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.						

Level 5: Percent of Students Receiving Free/Reduced-Cost Lunch = 45-59%

Table 10E. Reading Performance of 4th Grade Students by Gender
in Schools at SES Level 5
CSAP Spring 1997

Gender	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Male	2%	38%	35%	2%	4%	100%
Female	15%	38%	41%	4%	2%	100%
Data invalid or not provided*	29%	39%	24%	3%	5%	100%
Total	18%	38%	38%	3%	3%	100%
*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.						

Level 6: Percent of Students Receiving Free/Reduced-Cost Lunch = 60% or more

Table 10F. Reading Performance of 4th Grade Students by Gender
in Schools at SES Level 6
CSAP Spring 1997

Gender	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Male	31%	38%	24%	1%	6%	100%
Female	24%	40%	31%	2%	3%	100%
Data invalid or not provided*	50%	32%	13%	0%	5%	100%
Total	28%	39%	27%	2%	4%	100%

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.

Reading Performance of Students by Race and Ethnicity in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

School SES summaries are reported by race and ethnicity in Tables 11A-F below.

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = None

Table 11A. Reading Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 1 CSAP Spring 1997

Race/Ethnicity	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Asian or Pacific Islander	5%	18%	53%	23%	1%	100%
Black	0%	38%	54%	5%	3%	100%
Hispanic	12%	26%	46%	6%	10%	100%
Native Amer./ Alaska Native	X	X	X	X	X	
White	3%	16%	63%	17%	2%	100%
Other	4%	28%	65%	3%	0%	100%
Data invalid or not provided*	5%	28%	59%	8%	0%	100%
Total	3%	18%	62%	16%	2%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

X: Number tested was fewer than 16; no summaries reported

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 1-14%

Table 11B. Reading Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 2 CSAP Spring 1997

Race/Ethnicity	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Asian or Pacific Islander	6%	24%	54%	14%	3%	100%
Black	12%	37%	44%	5%	2%	100%
Hispanic	12%	34%	47%	4%	2%	100%
Native Amer./ Alaskan Native	9%	34%	49%	2%	6%	100%
White	4%	22%	60%	11%	1%	100%
Other	4%	24%	60%	10%	1%	100%
Data invalid or not provided*	9%	32%	52%	7%	1%	100%
Total	5%	24%	59%	11%	1%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 15-29%

Table 11C. Reading Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 3
CSAP Spring 1997

Race/Ethnicity	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Asian or Pacific Islander	11%	27%	48%	7%	7%	100%
Black	18%	36%	40%	3%	3%	100%
Hispanic	17%	39%	38%	2%	4%	100%
Native Amer./ Alaskan Native	14%	38%	45%	2%	1%	100%
White	7%	27%	56%	8%	2%	100%
Other	12%	28%	50%	9%	1%	100%
Data invalid or not provided*	11%	33%	49%	7%	1%	100%
Total	9%	29%	52%	7%	2%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 30-44%

Table 11D. Reading Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 4
CSAP Spring 1997

Race/Ethnicity	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Asian or Pacific Islander	13%	30%	45%	5%	8%	100%
Black	21%	41%	32%	2%	4%	100%
Hispanic	22%	38%	34%	2%	5%	100%
Native Amer./ Alaskan Native	23%	38%	30%	3%	6%	100%
White	10%	30%	51%	8%	2%	100%
Other	20%	33%	39%	2%	7%	100%
Data invalid or not provided*	14%	30%	44%	13%	0%	100%
Total	13%	32%	46%	6%	3%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

Level 5: Percent of Students Receiving Free/Reduced-Cost Lunch = 45-59%

Table 11E. Reading Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 5
CSAP Spring 1997

Race/Ethnicity	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Asian or Pacific Islander	28%	35%	31%	2%	3%	100%
Black	25%	46%	24%	2%	3%	100%
Hispanic	25%	42%	28%	1%	4%	100%
Native Amer./ Alaskan Native	30%	38%	25%	1%	5%	100%
White	13%	35%	45%	4%	3%	100%
Other	14%	41%	36%	2%	7%	100%
Data invalid or not provided*	22%	36%	33%	5%	4%	100%
Total	18%	38%	38%	3%	3%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

Level 6: Percent of Students Receiving Free/Reduced-Cost Lunch = 60% or more

Table 11F. Reading Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 6 CSAP Spring 1997

Race/Ethnicity	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Asian or Pacific Islander	27%	31%	27%	4%	11%	100%
Black	35%	39%	21%	0%	5%	100%
Hispanic	31%	41%	21%	1%	5%	100%
Native Amer./ Alaskan Native	23%	42%	30%	1%	6%	100%
White	16%	36%	43%	3%	3%	100%
Other	20%	36%	40%	0%	4%	100%
Data invalid or not provided*	47%	35%	14%	2%	2%	100%
Total	28%	39%	27%	2%	4%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

Reading Performance of Students by Disabling Condition in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

School SES summaries are reported by student's disabling condition in Tables 12A-F below.

Level 1: Percent of Students Receiving Free/Reduced Lunch = None

Table 12A. Reading Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 1
CSAP Spring 1997

Disabling Condition	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No disability	2%	16%	66%	17%	0%	100%
Signif. limited intellec. capacity	X	X	X	X	X	
Emotional disability	13%	31%	44%	0%	13%	100%
Percept./communicative disability	24%	50%	21%	0%	5%	100%
Hearing disability	X	X	X	X	X	
Visual disability	X	X	X	X	X	
Physical disability	X	X	X	X	X	
Autism	X	X	X	X	X	
Speech/language disability	15%	39%	30%	4%	11%	100%
Deaf-Blind	X	X	X	X	X	
Multiple handicaps	X	X	X	X	X	
Data invalid or not provided*	2%	15%	59%	22%	1%	100%
Total	3%	18%	62%	16%	2%	100%

*Data provided on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 2: Percent of Students Receiving Free/Reduced Lunch = 1-14%

Table 12B. Reading Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 2 CSAP Spring 1997

Disabling Condition	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No disability	3%	22%	63%	12%	1%	100%
Signif. limited intellec. capacity	32%	9%	2%	0%	57%	100%
Emotional disability	18%	41%	20%	0%	20%	100%
Percept./communicative disability	37%	43%	16%	0%	4%	100%
Hearing disability	13%	58%	25%	0%	4%	100%
Visual disability	X	X	X	X	X	
Physical disability	25%	44%	21%	4%	7%	100%
Autism	X	X	X	X	X	
Traumatic brain injury	X	X	X	X	X	
Speech/language disability	29%	45%	19%	2%	5%	100%
Deaf-Blind	6%	24%	58%	9%	3%	100%
Multiple handicaps	12%	5%	2%	0%	80%	100%
Data invalid or not provided*	6%	27%	56%	8%	2%	100%
Total	5%	24%	59%	11%	1%	100%

*Data provided on student's disabling condition was invlaid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 3: Percent of Students Receiving Free/Reduced Lunch = 15-29%

Table 12C. Reading Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 3
CSAP Spring 1997

Disabling Condition	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No disability	5%	29%	57%	8%	1%	100%
Signif. limited intellec. capacity	51%	16%	2%	0%	32%	100%
Emotional disability	29%	30%	21%	2%	19%	100%
Percept./communicative disability	49%	35%	8%	0%	7%	100%
Hearing disability	29%	38%	24%	5%	5%	100%
Visual disability	X	X	X	X	X	
Physical disability	37%	32%	24%	0%	7%	100%
Autism	X	X	X	X	X	
Traumatic brain injury	X	X	X	X	X	
Speech/language disability	39%	39%	17%	0%	5%	100%
Deaf-Blind	X	X	X	X	X	
Multiple handicaps	27%	23%	0%	0%	50%	100%
Data invalid or not provided*	9%	29%	53%	8%	2%	100%
Total	9%	29%	52%	7%	2%	100%

*Data provided on student's disabling condition was invlaid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 4: Percent of Students Receiving Free/Reduced Lunch = 30-44%

Table 12D. Reading Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 4
CSAP Spring 1997

Disabling Condition	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No disability	9%	33%	50%	7%	2%	100%
Signif. limited intellec. capacity	46%	13%	0%	0%	41%	100%
Emotional disability	34%	27%	18%	0%	21%	100%
Percept./communicative disability	53%	30%	7%	0%	10%	100%
Hearing disability	33%	29%	24%	5%	10%	
Visual disability	X	X	X	X	X	100%
Physical disability	34%	28%	25%	0%	13%	100%
Autism	25%	25%	0%	0%	50%	100%
Traumatic brain injury	X	X	X	X	X	
Speech/language disability	39%	41%	16%	1%	4%	100%
Deaf-Blind	16%	28%	56%	0%	0%	100%
Multiple handicaps	28%	11%	11%	0%	50%	100%
Data invalid or not provided*	14%	31%	45%	9%	1%	100%
Total	13%	32%	46%	6%	3%	100%

*Data provided on student's disabling condition was invlaid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 5: Percent of Students Receiving Free/Reduced Lunch = 45-59%

Table 12E. Reading Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 5
CSAP Spring 1997

Disabling Condition	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No disability	13%	40%	42%	3%	2%	100%
Signif. limited intellec. capacity	36%	0%	0%	0%	64%	100%
Emotional disability	48%	25%	13%	2%	12%	100%
Percept./communicative disability	65%	24%	1%	0%	9%	100%
Hearing disability	X	X	X	X	X	
Visual disability	X	X	X	X	X	
Physical disability	62%	14%	10%	0%	14%	100%
Autism	X	X	X	X	X	
Speech/language disability	51%	30%	8%	0%	11%	100%
Deaf-Blind	X	X	X	X	X	
Multiple handicaps	56%	13%	6%	0%	25%	100%
Data invalid or not provided*	19%	36%	37%	5%	3%	100%
Total	18%	38%	38%	3%	3%	100%

*Data provided on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 6: Percent of Students Receiving Free/Reduced Lunch = 60% or More

Table 12F. Reading Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 6
CSAP Spring 1997

Disabling Condition	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No disability	23%	41%	31%	2%	4%	100%
Signif. limited intellec. capacity	68%	5%	1%	0%	25%	100%
Emotional disability	31%	40%	8%	0%	21%	100%
Percept./communicative disability	67%	23%	1%	0%	9%	100%
Hearing disability	X	X	X	X	X	
Visual disability	X	X	X	X	X	
Physical disability	65%	23%	12%	0%	0%	100%
Autism	X	X	X	X	X	
Traumatic brain injury	X	X	X	X	X	
Speech/language disability	0%	27%	11%	0%	5%	100%
Deaf-Blind	18%	47%	29%	0%	6%	100%
Multiple handicaps	X	X	X	X	X	
Data invalid or not provided*	40%	36%	19%	2%	4%	100%
Total	28%	39%	27%	2%	4%	100%

*Data provided on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Reading Performance of Students by Test Accommodation in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

School SES summaries are reported by student's testing accommodation in Tables 13A-F below.

Level 1: Percent of Students Receiving Free/Reduced Lunch = None

Table 13A. Reading Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 1
CSAP Spring 1997

Test Accommodation	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No accommodation	2%	16%	64%	16%	1%	100%
Audiotaped (directions only)	23%	59%	18%	0%	0%	100%
Scribe	X	X	X	X	X	100%
Signing of presentation or response	X	X	X	X	X	100%
Assistive communication device for response	X	X	X	X	X	100%
Extended/modified timing/scheduling	14%	46%	34%	4%	2%	100%
Data invalid or not provided*	2%	15%	59%	22%	2%	100%
Total	3%	18%	62%	16%	2%	100%

*Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 2: Percent of Students Receiving Free/Reduced Lunch = 1-14%

Table 13B. Reading Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 2 CSAP Spring 1997

Test Accommodation	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No accommodation	4%	23%	60%	11%	1%	100%
Braille	X	X	X	X	X	
Large print	X	X	X	X	X	
Audiotaped (directions only	40%	51%	7%	0%	2%	100%
Audio taped (entire test)	19%	56%	19%	0%	6%	100%
Scribe	59%	14%	19%	0%	8%	100%
Signing of presentation or response	X	X	X	X	X	
Assistive communication device for response	X	X	X	X	X	
Extended/modified timing/scheduling	27%	39%	27%	3%	5%	100%
Data invalid or not provided*	6%	27%	56%	8%	4%	100%
Total	5%	24%	59%	11%	1%	100%

*Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 3: Percent of Students Receiving Free/Reduced Lunch = 15-29%

Table 13C. Reading Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 3 CSAP Spring 1997

Test Accommodation	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No accommodation	8%	29%	54%	7%	2%	100%
Braille	X	X	X	X	X	
Large print	X	X	X	X	X	
Audiotaped (directions only	67%	25%	4%	0%	4%	100%
Audio taped (entire test)	X	X	X	X	X	
Scribe	38%	41%	10%	3%	7%	100%
Signing of presentation or response	X	X	X	X	X	
Assistive communication device for response	X	X	X	X	X	
Extended/modified timing/scheduling	42%	34%	16%	1%	8%	100%
Data invalid or not provided*	10%	29%	52%	7%	2%	100%
Total	9%	29%	52%	7%	2%	100%

*Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 4: Percent of Students Receiving Free/Reduced Lunch = 30-44%

Table 13D. Reading Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 4
CSAP Spring 1997

Test Accommodation	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No accommodation	11%	32%	48%	6%	3%	100%
Large print	X	X	X	X	X	
Audiotaped (directions only	64%	26%	2%	0%	8%	100%
Audio taped (entire test)	50%	38%	13%	0%	0%	100%
Scribe	X	X	X	X	X	
Signing of presentation or response	X	X	X	X	X	
Assistive communication device for response	X	X	X	X	X	
Extended/modified timing/scheduling	42%	35%	12%	0%	12%	100%
Data invalid or not provided*	13%	30%	44%	11%	2%	100%
Total	13%	32%	46%	6%	3%	100%

*Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 5: Percent of Students Receiving Free/Reduced Lunch = 45-59%

Table 13E. Reading Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 5
CSAP Spring 1997

Test Accommodation	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No accommodation	16%	39%	39%	3%	3%	100%
Large print	X	X	X	X	X	
Audiotaped (directions only	X	X	X	X	X	
Audio taped (entire test)	X	X	X	X	X	
Scribe	X	X	X	X	X	
Signing of presentation or response	X	X	X	X	X	
Assistive communication device for response	X	X	X	X	X	
Extended/modified timing/scheduling	48%	32%	11%	1%	7%	100%
Data invalid or not provided*	16%	33%	41%	5%	5%	100%
Total	18%	38%	38%	3%	3%	100%

*Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 6: Percent of Students Receiving Free/Reduced Lunch = 60% or More

Table 13F. Reading Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 6
CSAP Spring 1997

Test Accommodation	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No accommodation	24%	41%	30%	2%	4%	100%
Braille	X	X	X	X	X	
Large print	X	X	X	X	X	
Audiotaped (directions only	X	X	X	X	X	
Audio taped (entire test)	X	X	X	X	X	
Scribe	X	X	X	X	X	
Signing of presentation or response	X	X	X	X	X	
Assistive communication device for response	X	X	X	X	X	
Extended/modified timing/scheduling	41%	36%	11%	0%	12%	100%
Data invalid or not provided*	39%	34%	23%	2%	2%	100%
Total	28%	39%	27%	2%	4%	100%

*Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Reading Performance of Students by District Size in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

School SES summaries are reported by district size in Tables 14A-F below.

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = None

Table 14A. Reading Performance of 4th Grade Students by District Size in Schools at SES Level 1 CSAP Spring 1997

District Enrollment	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
300 or less	4%	21%	50%	21%	4%	100%
301-600	X	X	X	X	X	
1201-6000	3%	20%	62%	14%	1%	100%
6001-24999	2%	18%	63%	14%	3%	100%
25000 or more	3%	16%	62%	18%	1%	100%
Total	3%	18%	62%	16%	2%	100%
X: Number tested was fewer than 16; no summaries reported						

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 1-14%

Table 14B. Reading Performance of 4th Grade Students by District Size in Schools at SES Level 2 CSAP Spring 1997

District Enrollment	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
300 or less		33%	67%			100%
301-600	7%	29%	56%	7%	1%	100%
601-1200	5%	35%	51%	7%	1%	100%
1201-6000	5%	23%	60%	11%	1%	100%
6001-24999	4%	21%	61%	12%	2%	100%
25000 or more	6%	25%	57%	10%	1%	100%
Total	5%	24%	59%	11%	1%	100%

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 15-29%

Table 14C. Reading Performance of 4th Grade Students by District Size in Schools at SES Level 3
CSAP Spring 1997

District Enrollment	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
300 or less	6%	29%	55%	7%	3%	100%
301-600	8%	29%	54%	5%	3%	100%
601-1200	5%	32%	49%	12%	1%	100%
1201-6000	9%	31%	52%	6%	1%	100%
6001-24999	10%	27%	53%	8%	2%	100%
25000 or more	10%	30%	51%	7%	2%	100%
Total	9%	29%	52%	7%	2%	100%

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 30-44%

Table 14D. Reading Performance of 4th Grade Students by District Size in Schools at SES Level 4
CSAP Spring 1997

District Enrollment	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
300 or less	11%	30%	52%	6%	1%	100%
301-600	8%	26%	49%	16%	1%	100%
601-1200	11%	27%	52%	7%	3%	100%
1201-6000	14%	35%	44%	5%	2%	100%
6001-24999	13%	30%	47%	7%	3%	100%
25000 or more	14%	34%	43%	5%	4%	100%
State Total	13%	32%	46%	6%	3%	100%

Level 5: Percent of Students Receiving Free/Reduced-Cost Lunch = 45-59%

Table 14E. Reading Performance of 4th Grade Students by District Size in Schools at SES Level 5 CSAP Spring 1997

District Enrollment	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
300 or less	12%	38%	42%	8%	1%	100%
301-600	17%	40%	40%	2%	1%	100%
601-1200	27%	31%	37%	3%	1%	100%
1201-6000	17%	38%	40%	4%	2%	100%
6001-24999	17%	38%	38%	3%	3%	100%
25000 or more	19%	38%	36%	3%	4%	100%
Total	18%	38%	38%	3%	3%	100%

Level 6: Percent of Students Receiving Free/Reduced-Cost Lunch = 60% or More

Table 14F. Reading Performance of 4th Grade Students by District Size in Schools at SES Level 6 CSAP Spring 1997

District Enrollment	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
300 or less	14%	38%	40%	7%	2%	100%
301-600	26%	38%	27%	7%	2%	100%
601-1200	20%	40%	36%	3%	1%	100%
1201-6000	19%	43%	35%	0%	2%	100%
6001-24999	23%	42%	30%	1%	5%	100%
25000 or more	33%	37%	24%	1%	5%	100%
Total	28%	39%	27%	2%	4%	100%

Part 2

Student Performance in Writing

Grade 4

CSAP Spring 1997

Section 2.1. Performance of 4th Grade Students Statewide in Writing

Number of Students Assessed

In all, 49,715 of the 51,655 Colorado fourth grade students completed the assessment in writing during the Spring 1997 CSAP. Only four percent, or 1,938 students, were not tested because they: (1) did not complete all testing sessions, shared answers, or made no attempt to respond to the test; (2) were not sufficiently literate in English or Spanish to take either assessment; (3) had a documented parental/guardian refusal; or (4) were working on individual standards rather than on the district-adopted standards for writing due to the severity of a disability.

Table 15. Student Assessment Status in Writing
CSAP Spring 1997

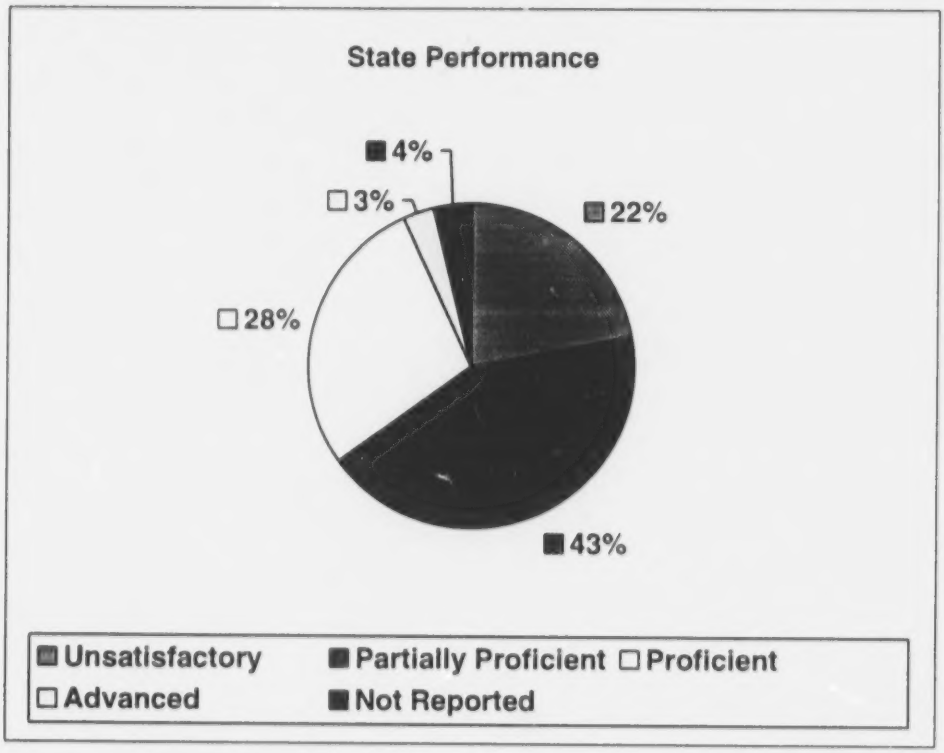
Student Assessment Status	Number	Percent
Students completing the assessment	49,715	96.2
Test incomplete or invalid	1,323	2.6
Not tested: Not literate in English or Spanish	147	0.3
Not tested: Working on individualized standards	434	0.8
Not tested: Parental/Guardian refusal	34	0.1
State Total	51,655	100.0

The remainder of this section presents the results of the 1997 student performance in writing for the State as a whole. The following tables are presented in this section:

Table 16. Writing Performance of All 4th Grade Students: CSAP Spring 1997
Table 17. Writing Performance of 4th Grade Students by Gender: CSAP Spring 1997
Table 18. Writing Performance of 4th Grade Students by Race and Ethnicity: CSAP Spring 1997
Table 19. Writing Performance of 4th Grade Students by Disabling Condition: CSAP Spring 1997
Table 20. Writing Performance of 4th Grade Students by Test Accommodation: CSAP Spring 1997
Table 21. Writing Performance of 4th Grade Students by District Size: CSAP Spring 1997

Performance of Students Statewide in Writing

Figure 2. Writing Performance of All 4th Grade Students
CSAP Spring 1997



Four proficiency levels for describing the performance of students on the CSAP reading and writing assessments were recommended by the Standards and Assessment Development and Implementation (SADI) Council to the State Board of Education and were adopted on October 3, 1997. A detailed description of the types of knowledge and skills that must be demonstrated for each performance level on the CSAP writing assessment is provided in Appendix C. Condensed descriptors that were reported with individual student reports to schools, along with a "mock-up" example of a student writing report is illustrated in Appendix D.

Table 16. Writing Performance of All 4th Grade Students
CSAP Spring 1997

State	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	22%	43%	28%	3%	4%	100%

Table 16 indicates that in 1997, only 31 percent of Colorado fourth grade students were considered proficient or advanced in writing, while the performance of 22 percent and 43 percent was deemed unsatisfactory or partially proficient, respectively. To be classified as proficient, a student was considered as meeting the State Model Content Standards for writing.

The final category reported, "Not tested," represents students who were not tested due to inadequate literacy in either English or Spanish, parental refusal, or to the severity of a disability that had resulted in the student working on individual standards rather than on the district-adopted standards for writing. Students who did not complete all testing sessions or whose tests were invalid (e.g., student shared answers, made no attempt to respond to the test) also are contained in this category. It was the intent of the Colorado Department of Education that as many students as possible participate in the assessment. (Accommodations for students' disabilities were allowed in order to increase participation; these are discussed later in this section.) As a result, only four percent of fourth grade students did not participate in the 1997 CSAP assessment of writing.

Student Performance in Writing by Gender

Table 17. Writing Performance of 4th Grade Students by Gender
CSAP Spring 1997

Gender	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Male	26%	44%	23%	2%	4%	100%
Female	18%	41%	33%	5%	3%	100%
Data invalid or not provided*	25%	40%	25%	3%	8%	100%
State Total	22%	43%	28%	3%	4%	100%
*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.						

As illustrated in Table 17 the results of the 1997 CSAP indicate that fourth grade girls out performed boys in writing: 38 percent of the girls and 25 percent of the boys were proficient or above in writing. The comparative performance of Colorado girls and boys in writing is consistent with that of students nationally.

Student Performance in Writing by Race and Ethnicity

Table 18. Writing Performance of 4th Grade Students by Race and Ethnicity
CSAP Spring 1997

Race/Ethnicity	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Asian or Pacific Islander	20%	40%	28%	5%	7%	100%
Black	41%	41%	13%	1%	5%	100%
Hispanic	40%	40%	12%	1%	8%	100%
Native Amer./ Alaska Native	39%	35%	18%	1%	7%	100%
White	16%	44%	33%	4%	2%	100%
Other	22%	42%	28%	4%	4%	100%
Data invalid or not provided*	26%	43%	24%	1%	7%	100%
State Total	22%	43%	28%	3%	4%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

The 1997 CSAP results shown in Table 18 indicate that Colorado's minority and non-minority students perform similarly to minority students across the Nation. Non-minority (white) and Asian/Pacific Islander students, on average, scored much higher than other minority students.

Student Performance in Writing by Disabling Condition

Table 19. Writing Performance of 4th Grade Students by Disabling Condition
CSAP Spring 1997

Disabling Condition	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No disability	18%	45%	31%	4%	2%	100%
Signif. limited intellec. capacity	49%	4%	1%	0%	47%	100%
Emotional disability	45%	28%	6%	1%	20%	100%
Percept./communi-cative disability	69%	22%	1%	0%	8%	100%
Hearing disability	39%	36%	9%	1%	15%	100%
Visual disability	35%	38%	15%	3%	10%	100%
Physical disability	50%	32%	6%	1%	12%	100%
Autism	20%	25%	15%	0%	40%	100%
Traumatic brain injury	56%	25%	6%	0%	13%	100%
Speech/language disability	61%	29%	4%	0%	6%	100%
Deaf-blind	27%	34%	30%	3%	5%	100%
Multiple handicaps	33%	3%	2%	0%	63%	100%
Data invalid or not provided*	22%	42%	28%	3%	6%	100%
State Total	22%	43%	28%	3%	4%	100%

*Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.

The results on student performance by separate disabling condition shown in Table 19 should be interpreted with caution. After student test books were returned, it was discovered that many test or school administrators had not provided any information on students' disabilities or that much of the data provided was invalid (e.g., more than one category was marked although the instructions were to mark the single primary disability of the student). Therefore, any inferences based on these data may be unwarranted and invalid.

Student Performance in Writing by Test Accommodation

Table 20. Writing Performance of 4th Grade Students by Test Accommodation
CSAP Spring 1997

Test Accommodation	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No accommodation	20%	44%	30%	3%	3%	100%
Braille	X	X	X	X	X	
Large print	44%	28%	3%	0%	25%	100%
Audiotaped directions only	69%	26%	1%	0%	4%	100%
Audiotaped entire test	74%	21%	0%	0%	4%	100%
Scribe	54%	30%	9%	3%	4%	100%
Signing of presentation or response	39%	35%	4%	0%	22%	100%
Assistive communica-tion device for response	28%	41%	20%	1%	10%	100%
Extended/modified timing/scheduling	51%	30%	11%	1%	8%	100%
Data invalid or not provided*	26%	40%	24%	3%	8%	100%
State Total	22%	43%	28%	3%	4%	100%

*Data on student's test accommodation was invalid or was not provided by test administrator.

X: Number tested was fewer than 16; no summaries reported

It is the goal of the Colorado Department of Education to describe all students' true levels of achievement with accuracy by providing as many students as possible with the opportunity to demonstrate their skills and knowledge in writing. Since accommodations are used during instruction to provide students with access to information and learning activities, the CSAP allows assessment accommodations that also are used for instruction in writing. An accommodation is a change made to the assessment procedures that provides a student with an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the construct being measured, instructional level, content, or the performance criteria. Accommodations are not intended to provide an unfair advantage; they are intended to simply "level the playing field." One accommodation that is **not** allowed because it would provide an unfair advantage and change the construct being measured is reading the reading test to the student. The test results would not be a valid indicator of a student's ability to decode print information, but rather, would indicate the student's ability to process and decode auditory information. On the other hand, reading the writing test to the student is allowed because that accommodation does not change the constructs being measured in the same way that reading the reading test does. Results of accommodated and non-accommodated

assessments are shown in Table 20 above. The vast majority of students who received accommodations in the assessment procedure were special education students and students with disabilities.

Student Performance in Writing by District Size

Table 21. Writing Performance of 4th Grade Students by District Size
CSAP Spring 1997

District Enrollment	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
300 or less	22%	47%	25%	2%	3%	100%
301-600	20%	48%	27%	3%	2%	100%
601-1200	26%	43%	25%	2%	3%	100%
1201-6000	23%	45%	27%	3%	2%	100%
6001-24999	20%	43%	30%	4%	4%	100%
25000 or more	23%	41%	27%	3%	5%	100%
State Total	22%	43%	28%	3%	4%	100%

The results of CSAP in Table 21 indicate that, in general, student performance in writing does not vary substantially by size of school district, indicated by total district enrollment except, that overall, students in districts with enrollments between 6,001 and 25,000 students performed slightly better than students in other districts; 34 percent were proficient or advanced in writing, compared to 31 percent statewide.

Section 2.2. District Performance Levels in Writing

While only four percent of fourth grade students, on average, were not tested or had invalid tests in writing, this percentage ranged from zero percent to 17 percent within school districts. Sixteen districts reported not testing (or invalid tests) for six to 17 percent of their fourth grade students, one-and-a-half to over four times the state average.

A summary of results of the 1997 CSAP assessment of student performance in writing for each school district is provided in Table 22 below.

District Summaries of Student Performance in Writing

Table 22. Writing Performance of 4th Grade Students in Colorado School Districts
CSAP Spring 1997

SCHOOL DISTRICT	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not Tested	
ACADEMY	11%	40%	41%	6%	2%	100%
ADAMS ARAPAHOE	33%	43%	19%	1%	4%	100%
ADAMS COUNTY 14	41%	43%	9%	0%	6%	100%
AGATE	X	X	X	X	X	
AGUILAR REORGANIZED	X	X	X	X	X	
AKRON	17%	64%	19%	0%	0%	100%
ALAMOSA	36%	44%	15%	2%	3%	100%
ARCHULETA COUNTY	33%	37%	24%	2%	5%	100%
ARICKAREE	X	X	X	X	X	
ARRIBA-FLAGLER	X	X	X	X	X	
ASPEN	3%	52%	30%	5%	10%	100%
AULT HIGHLAND	21%	50%	20%	4%	4%	100%
BAYFIELD	14%	41%	41%	5%	0%	100%
BENNETT	24%	42%	30%	1%	2%	100%
BETHUNE	X	X	X	X	X	
BIG SANDY	24%	48%	20%	4%	4%	100%
BOULDER VALLEY	14%	38%	37%	6%	5%	100%
BRANSON REORGANIZED	X	X	X	X	X	

BRIGGSDALE	X	X	X	X	X	
BRIGHTON	26%	49%	21%	2%	2%	100%
BRUSH	37%	44%	11%	0%	8%	100%
BUENA VISTA	23%	45%	30%	0%	3%	100%
BUFFALO	30%	20%	45%	5%	0%	100%
BURLINGTON	31%	48%	17%	0%	3%	100%
BYERS	24%	36%	36%	0%	4%	100%
CALHAN	20%	49%	31%	0%	0%	100%
CAMPO	X	X	X	X	X	
CANON CITY	22%	50%	25%	1%	1%	100%
CENTENNIAL	23%	46%	15%	4%	12%	100%
CENTER	42%	32%	9%	0%	17%	100%
CHERAW	X	X	X	X	X	
CHERRY CREEK	13%	39%	38%	7%	3%	100%
CHEYENNE COUNTY	32%	40%	28%	0%	0%	100%
CHEYENNE MOUNTAIN	5%	34%	53%	6%	1%	100%
CLEAR CREEK	17%	59%	21%	3%	0%	100%
COLORADO SPRINGS 11	22%	44%	27%	3%	4%	100%
CONSOLIDATED	18%	54%	25%	0%	4%	100%
COTOPAXI	42%	25%	33%	0%	0%	100%
CREEDE CONSOLIDATED	X	X	X	X	X	
CRIPPLE CREEK	17%	60%	21%	0%	2%	100%
CROWLEY COUNTY	28%	32%	40%	0%	0%	100%
DE BEQUE	18%	65%	6%	12%	0%	100%
DEER TRAIL	X	X	X	X	X	
DEL NORTE	41%	44%	13%	2%	0%	100%
DELTA COUNTY	19%	47%	29%	4%	1%	100%
DENVER COUNTY	39%	36%	13%	1%	10%	100%
DOLORES	19%	42%	38%	2%	0%	100%
DOLORES COUNTY	16%	48%	32%	4%	0%	100%
DOUGLAS COUNTY	10%	42%	41%	5%	3%	100%

DURANGO	17%	43%	34%	3%	3%	100%
EADS	X	X	X	X	X	
EAGLE COUNTY	19%	42%	29%	7%	3%	100%
EAST GRAND	14%	38%	42%	4%	1%	100%
EAST OTERO	21%	43%	28%	4%	3%	100%
EAST YUMA COUNTY	13%	44%	42%	2%	0%	100%
EATON	20%	41%	31%	3%	4%	100%
EDISON	X	X	X	X	X	
ELBERT	10%	50%	40%	0%	0%	100%
ELIZABETH	10%	54%	34%	1%	1%	100%
ELLICOTT	32%	37%	24%	0%	8%	100%
ENGLEWOOD	24%	48%	26%	2%	0%	100%
FALCON	20%	48%	28%	2%	2%	100%
FLORENCE	25%	47%	22%	1%	5%	100%
FORT LUPTON	31%	48%	17%	0%	4%	100%
FORT MORGAN	38%	36%	18%	3%	5%	100%
FOUNTAIN	31%	46%	20%	1%	1%	100%
FOWLER	23%	53%	20%	3%	0%	100%
FRENCHMAN	X	X	X	X	X	
GARFIELD RE-2	29%	44%	23%	2%	2%	100%
GARFIELD 16	23%	51%	26%	0%	0%	100%
GENOA HUGO	26%	48%	19%	4%	4%	100%
GILCREST	30%	48%	19%	1%	2%	100%
GILPIN COUNTY	29%	49%	17%	6%	0%	100%
GRANADA	23%	41%	32%	0%	5%	100%
GREELEY	35%	41%	19%	2%	3%	100%
GUNNISON WATERSHED	18%	55%	25%	1%	1%	100%
HANOVER	29%	59%	6%	0%	6%	100%
HARRISON	36%	44%	15%	1%	3%	100%
HAXTUN	5%	64%	32%	0%	0%	100%
HAYDEN	13%	59%	26%	3%	0%	100%

HI PLAINS	X	X	X	X	X	
HINSDALE COUNTY	X	X	X	X	X	
HOEHNE REORGANIZED	5%	62%	24%	5%	5%	100%
HOLLY	30%	47%	20%	3%	0%	100%
HOLYOKE	9%	30%	45%	16%	0%	100%
HUERFANO	56%	33%	9%	0%	1%	100%
IGNACIO	43%	36%	20%	0%	1%	100%
JEFFERSON COUNTY	16%	44%	34%	4%	3%	100%
JOHNSTOWN-MILLIKEN	41%	44%	13%	0%	2%	100%
JULESBURG	0%	38%	56%	6%	0%	100%
KARVAL	X	X	X	X	X	
KEENESBURG	24%	50%	23%	1%	3%	100%
KIM REORGANIZED	X	X	X	X	X	
KIOWA	36%	44%	20%	0%	0%	100%
KIT CARSON	22%	50%	22%	6%	0%	100%
LA VETA	0%	5%	50%	40%	5%	100%
LAKE COUNTY	38%	37%	20%	0%	6%	100%
LAMAR	24%	45%	26%	4%	2%	100%
LAS ANIMAS	42%	38%	19%	2%	0%	100%
LEWIS PALMER	11%	39%	42%	5%	2%	100%
LIMON	14%	45%	25%	2%	14%	100%
LITTLETON	10%	40%	42%	5%	3%	100%
LONE STAR	X	X	X	X	X	
MANCOS	8%	38%	48%	2%	4%	100%
MANITOU SPRINGS	12%	40%	42%	2%	3%	100%
MANZANOLA	X	X	X	X	X	
MAPLETON	28%	39%	28%	4%	2%	100%
MC CLAVE	9%	68%	23%	0%	0%	100%
MEEKER	17%	47%	31%	5%	0%	100%
MESA COUNTY VALLEY	22%	47%	26%	2%	3%	100%
MIAMI YODER	21%	42%	33%	0%	4%	100%

MOFFAT	23%	59%	18%	0%	0%	100%
MOFFAT COUNTY	22%	53%	22%	1%	2%	100%
MONTE VISTA	18%	49%	30%	2%	2%	100%
MONTEZUMA-CORTEZ	38%	40%	15%	2%	5%	100%
MONTROSE COUNTY	26%	47%	23%	3%	1%	100%
MOUNTAIN VALLEY	41%	47%	0%	6%	6%	100%
NORTH CONEJOS	13%	36%	46%	2%	2%	100%
NORTH PARK	10%	55%	31%	3%	0%	100%
NORTHGLENN-THORNTON	28%	45%	22%	2%	3%	100%
NORWOOD	13%	61%	26%	0%	0%	100%
OTIS	28%	33%	28%	0%	11%	100%
OURAY	10%	40%	35%	15%	0%	100%
PARK ESTES PARK	14%	49%	35%	1%	0%	100%
PARK COUNTY	34%	43%	21%	2%	0%	100%
PAWNEE	X	X	X	X	X	
PEYTON	36%	46%	12%	2%	4%	100%
PLAINVIEW	X	X	43%	X	X	
PLATEAU	X	X	X	X	X	
PLATEAU VALLEY	13%	42%	39%	0%	6%	100%
PLATTE CANYON	6%	41%	43%	8%	2%	100%
PLATTE VALLEY RE-7 (Weld)	15%	59%	23%	3%	0%	100%
PLATTE VALLEY RE-3 (Sedgwick)	X	X	X	X	X	
POUDRE	12%	40%	37%	7%	3%	100%
PRAIRIE	X	X	X	X	X	
PRIMERO	X	X	X	X	X	
PRITCHETT	X	X	X	X	X	
PUEBLO CITY 60	30%	47%	18%	1%	3%	100%
PUEBLO COUNTY 70	18%	49%	29%	3%	1%	100%
RANGELY	17%	49%	25%	7%	2%	100%
RIDGWAY	5%	36%	45%	9%	5%	100%

ROARING FORK	29%	43%	24%	1%	3%	100%
ROCKY FORD	33%	50%	14%	1%	3%	100%
SALIDA	24%	42%	31%	2%	2%	100%
SANFORD	31%	50%	19%	0%	0%	100%
SANGRE DE CRISTO	23%	59%	18%	0%	0%	100%
SARGENT	15%	59%	23%	0%	3%	100%
SHERIDAN	38%	38%	23%	0%	0%	100%
SIERRA GRANDE	50%	36%	11%	0%	4%	100%
SILVERTON	X	X	X	X	X	
SOUTH CONEJOS	47%	44%	8%	0%	0%	100%
SOUTH ROUTT	15%	55%	25%	5%	0%	100%
SPRINGFIELD	10%	55%	28%	3%	3%	100%
ST. VRAIN VALLEY	16%	40%	36%	5%	4%	100%
STEAMBOAT SPRINGS	6%	46%	37%	5%	6%	100%
STRASBURG	11%	52%	34%	0%	2%	100%
STRATTON	17%	48%	30%	4%	0%	100%
SUMMIT	12%	35%	45%	6%	2%	100%
SWINK	4%	40%	52%	4%	0%	100%
TELLURIDE	12%	40%	38%	7%	2%	100%
THOMPSON	16%	45%	32%	3%	4%	100%
TRINIDAD	24%	60%	13%		3%	100%
VALLEY	19%	46%	29%	3%	2%	100%
VILAS	X	X	X	X	X	
WALSH	17%	61%	17%	4%	0%	100%
WELDON VALLEY	X	X	X	X	X	
WEST END	33%	48%	15%	3%	3%	100%
WEST GRAND	11%	47%	30%	4%	8%	100%
WEST YUMA COUNTY	18%	35%	38%	4%	5%	100%
WESTMINSTER	28%	43%	19%	0%	10%	100%
WIDEFIELD	20%	44%	31%	1%	4%	100%

WIGGINS	29%	49%	20%	0%	2%	100%
WILEY	8%	64%	28%	0%	0%	100%
WINDSOR	15%	48%	33%	4%	0%	100%
WOODLAND PARK	16%	47%	32%	3%	1%	100%
WOODLIN	X	X	X	X	X	
STATE TOTAL	22%	43%	28%	3%	4%	100%
X: Number tested fewer than 16; no district summaries reported						

Section 2.3. Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator or school SES. Schools are characterized by six levels of SES:

Level 1: None (0%) receiving free or reduced-cost lunch
Level 2: 1-14 % receiving free or reduced-cost lunch
Level 3: 15-29% receiving free or reduced-cost lunch
Level 4: 30-44% receiving free or reduced-cost lunch
Level 5: 45-59% receiving free or reduced-cost lunch
Level 6: 60% or more receiving free or reduced-cost lunch.

Writing Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

Tables 23A-F present the overall summary of results by school SES classification for the state as a whole.

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = None

Table 23A. Reading Performance of all 4th Grade Students
in Schools at SES Level 1
CSAP Spring 1997

State	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	9%	38%	44%	6%	2%	100%

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 1-14%

Table 23B. Writing Performance of all 4th Grade Students
in Schools at SES Level 2
CSAP Spring 1997

State	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	13%	43%	37%	5%	2%	100%

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 15-29%

Table 23C. Writing Performance of all 4th Grade Students in Schools at SES Level 3 CSAP Spring 1997

State	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	20%	46%	28%	3%	3%	100%

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 30-44%

Table 23D. Writing Performance of all 4th Grade Students in Schools at SES Level 4 CSAP Spring 1997

State	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	26%	44%	23%	2%	4%	100%

Level 5: Percent of Students Receiving Free/Reduced-Cost Lunch = 45-59%

Table 23E. Writing Performance of all 4th Grade Students in Schools at SES Level 5 CSAP Spring 1997

State	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	33%	43%	17%	1%	5%	100%

Level 6: Percent of Students Receiving Free/Reduced-Cost Lunch = 60% or more

Table 23F. Writing Performance of all 4th Grade Students
in Schools at SES Level 6
CSAP Spring 1997

State	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	45%	37%	10%	1%	7%	100%

Writing Performance of Students by Gender in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

School SES summaries are reported by gender in Tables 24A-F below.

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = None

Table 24A. Writing Performance of 4th Grade Students by Gender
in Schools at SES Level 1
CSAP Spring 1997

Gender	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Male	11%	42%	41%	4%	3%	100%
Female	7%	33%	49%	9%	2%	100%
Data invalid or not provided*	12%	40%	41%	3%	5%	100%
Total	9%	38%	44%	6%	2%	100%
*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.						

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 1-14%

Table 24B. Writing Performance of 4th Grade Students by Gender in Schools at SES Level 2 CSAP Spring 1997

Gender	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Male	16%	47%	32%	3%	2%	100%
Female	9%	39%	43%	7%	1%	100%
Data invalid or not provided*	14%	42%	32%	6%	5%	100%
Total	13%	43%	37%	5%	2%	100%
*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.						

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 15-29%

Table 24C. Writing Performance of 4th Grade Students by Gender in Schools at SES Level 3 CSAP Spring 1997

Gender	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Male	25%	47%	22%	2%	3%	100%
Female	15%	44%	35%	4%	2%	100%
Data invalid or not provided*	20%	44%	30%	1%	5%	100%
Total	20%	46%	28%	3%	3%	100%
*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.						

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 30-44%

Table 24D. Writing Performance of all 4th Grade Students by Gender in Schools at SES Level 4 CSAP Spring 1997

Gender	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Male	32%	44%	19%	1%	4%	100%
Female	20%	45%	28%	3%	3%	100%
Data invalid or not provided*	31%	47%	14%	2%	7%	100%
Total	26%	44%	23%	2%	4%	100%

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.

Level 5: Percent of Students Receiving Free/Reduced-Cost Lunch = 45-59%

Table 24E. Writing Performance of 4th Grade Students by Gender in Schools at SES Level 5 CSAP Spring 1997

Gender	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Male	38%	43%	12%	1%	6%	100%
Female	28%	44%	22%	2%	4%	100%
Data invalid or not provided*	47%	35%	8%	0%	11%	100%
Total	33%	43%	17%	1%	5%	100%

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.

Level 6: Percent of Students Receiving Free/Reduced-Cost Lunch = 60% or more

Table 24F. Writing Performance of 4th Grade Students by Gender
in Schools at SES Level 6
CSAP Spring 1997

Gender	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Male	50%	35%	7%	0%	8%	100%
Female	39%	40%	14%	1%	6%	100%
Data invalid or not provided*	46%	29%	11%	1%	14%	100%
Total	45%	37%	10%	1%	7%	100%

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.

Writing Performance of Students by Race and Ethnicity in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

School SES summaries are reported by race and ethnicity in Tables 25A-F below.

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = None

Table 25A. Writing Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 1
CSAP Spring 1997

Race/Ethnicity	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Asian or Pacific Islander	6%	29%	53%	9%	3%	100%
Black	11%	57%	27%	3%	3%	100%
Hispanic	19%	43%	26%	4%	9%	100%
Native Amer./ Alaska Native	X	X	X	X	X	100%
White	9%	37%	45%	7%	2%	100%
Other	11%	45%	36%	7%	1%	100%
Data invalid or not provided*	13%	45%	41%	1%	0%	100%
Total	9%	38%	44%	6%	2%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

X: Number tested was fewer than 16; no summaries reported

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 1-14%

Table 25B. Writing Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 2 CSAP Spring 1997

Race/Ethnicity	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Asian or Pacific Islander	13%	42%	34%	9%	3%	100%
Black	26%	45%	25%	2%	3%	100%
Hispanic	22%	51%	22%	2%	3%	100%
Native Amer./ Alaskan Native	27%	34%	31%	3%	4%	100%
White	12%	43%	39%	5%	2%	100%
Other	10%	40%	40%	9%	1%	100%
Data invalid or not provided*	15%	47%	33%	2%	3%	100%
Total	13%	43%	37%	5%	2%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 15-29%

Table 25C. Writing Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 3 CSAP Spring 1997

Race/Ethnicity	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Asian or Pacific Islander	18%	42%	30%	2%	8%	100%
Black	30%	46%	18%	2%	4%	100%
Hispanic	34%	44%	17%	1%	5%	100%
Native Amer./ Alaskan Native	24%	47%	20%	3%	6%	100%
White	17%	46%	31%	3%	2%	100%
Other	24%	42%	28%	3%	3%	100%
Data invalid or not provided*	23%	49%	25%	0%	2%	100%
Total	20%	46%	28%	3%	3%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 30-44%

Table 25D. Writing Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 4
CSAP Spring 1997

Race/Ethnicity	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Asian or Pacific Islander	17%	48%	22%	2%	10%	100%
Black	39%	44%	12%	0%	5%	100%
Hispanic	38%	42%	13%	0%	7%	100%
Native Amer./ Alaskan Native	44%	29%	21%	0%	6%	100%
White	22%	46%	27%	3%	3%	100%
Other	26%	42%	22%	1%	9%	100%
Data invalid or not provided*	24%	37%	31%	2%	6%	100%
Total	26%	44%	23%	2%	4%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

Level 5: Percent of Students Receiving Free/Reduced-Cost Lunch = 45-59%

Table 25E. Writing Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 5
CSAP Spring 1997

Race/Ethnicity	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Asian or Pacific Islander	31%	49%	14%	0%	5%	100%
Black	47%	40%	8%	0%	5%	100%
Hispanic	42%	41%	11%	0%	6%	100%
Native Amer./ Alaskan Native	55%	32%	7%	1%	4%	100%
White	27%	45%	22%	2%	4%	100%
Other	37%	43%	11%	1%	9%	100%
Data invalid or not provided*	14%	54%	18%	0%	14%	100%
Total	33%	43%	17%	1%	5%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

Level 6: Percent of Students Receiving Free/Reduced-Cost Lunch = 60% or more

Table 25F. Writing Performance of 4th Grade Students by Race and Ethnicity in Schools at SES Level 6
CSAP Spring 1997

Race/Ethnicity	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Asian or Pacific Islander	43%	28%	16%	1%	11%	100%
Black	51%	36%	7%	0%	6%	100%
Hispanic	49%	34%	7%	0%	9%	100%
Native Amer./ Alaskan Native	45%	33%	10%	0%	12%	100%
White	33%	46%	17%	1%	3%	100%
Other	38%	32%	23%	2%	5%	100%
Data invalid or not provided*	52%	28%	6%	1%	14%	100%
Total	45%	37%	10%	1%	7%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

Writing Performance of Students by Disabling Condition in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

School SES summaries are reported by student's disabling condition in Tables 26A-F below.

Level 1: Percent of Students Receiving Free/Reduced Lunch = None

Table 26A. Writing Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 1
CSAP Spring 1997

Disabling Condition	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No disability	7%	38%	48%	7%	1%	100%
Signif. limited intellec. capacity	X	X	X	X	X	
Emotional disability	24%	53%	6%	0%	18%	100%
Percept./communicative disability	49%	41%	3%	0%	8%	100%
Hearing disability	X	X	X	X	X	
Visual disability	X	X	X	X	X	
Physical disability	X	X	X	X	X	
Autism	X	X	X	X	X	
Speech/language disability	28%	52%	7%	2%	11%	100%
Deaf-Blind	X	X	X	X	X	
Multiple handicaps	X	X	X	X	X	
Data invalid or not provided*	9%	36%	48%	7%	1%	100%
Total	9%	38%	44%	6%	2%	100%

*Data provided on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 2: Percent of Students Receiving Free/Reduced Lunch = 1-14%

Table 26B. Writing Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 2 CSAP Spring 1997

Disabling Condition	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No disability	9%	44%	40%	6%	1%	100%
Signif. limited intellec. capacity	33%	7%	0%	0%	60%	100%
Emotional disability	29%	41%	8%	2%	20%	100%
Percept./communicative disability	59%	34%	2%	0%	5%	100%
Hearing disability	42%	48%	10%	0%	0%	100%
Visual disability	X	X	X	X	X	
Physical disability	40%	42%	7%	2%	9%	100%
Autism	X	X	X	X	X	
Traumatic brain injury	X	X	X	X	X	
Speech/language disability	56%	36%	5%	0%	3%	100%
Deaf-Blind	18%	35%	39%	4%	4%	100%
Multiple handicaps	20%	2%	0%	0%	77%	100%
Data invalid or not provided*	12%	44%	37%	3%	4%	100%
Total	13%	43%	37%	5%	2%	100%

*Data provided on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 3: Percent of Students Receiving Free/Reduced Lunch = 15-29%

Table 26C. Writing Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 3
CSAP Spring 1997

Disabling Condition	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No disability	16%	48%	31%	3%	2%	100%
Signif. limited intellec. capacity	59%	9%	0%	0%	33%	100%
Emotional disability	48%	25%	6%	1%	20%	100%
Percept./communicative disability	69%	24%	1%	0%	6%	100%
Hearing disability	59%	32%	5%	0%	5%	100%
Visual disability	X	X	X	X	X	
Physical disability	57%	34%	2%	0%	6%	100%
Autism	X	X	X	X	X	
Traumatic brain injury	X	X	X	X	X	
Speech/language disability	54%	35%	2%	1%	8%	100%
Deaf-Blind	X	X	X	X	X	
Multiple handicaps	48%	0%	4%	0%	48%	100%
Data invalid or not provided*	18%	44%	31%	3%	4%	100%
Total	20%	46%	28%	3%	3%	100%

*Data provided on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 4: Percent of Students Receiving Free/Reduced Lunch = 30-44%

Table 26D. Writing Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 4
CSAP Spring 1997

Disabling Condition	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No disability	22%	48%	26%	2%	3%	100%
Signif. limited intellec. capacity	51%	5%	0%	0%	44%	100%
Emotional disability	47%	30%	4%	0%	20%	100%
Percept./communicative disability	73%	14%	1%	0%	11%	100%
Hearing disability	35%	35%	15%	0%	15%	100%
Visual disability	X	X	X	X	X	
Physical disability	45%	29%	6%	0%	19%	100%
Autism	X	X	X	X	X	
Traumatic brain injury	X	X	X	X	X	
Speech/language disability	67%	21%	5%	1%	6%	100%
Deaf-Blind	44%	28%	28%	0%	0%	100%
Multiple handicaps	38%	0%	13%	0%	50%	100%
Data invalid or not provided*	25%	42%	26%	3%	5%	100%
Total	26%	44%	23%	2%	4%	100%

*Data provided on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 5: Percent of Students Receiving Free/Reduced Lunch = 45-59%

Table 26E. Writing Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 5 CSAP Spring 1997

Disabling Condition	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No disability	29%	47%	19%	1%	4%	100%
Signif. limited intellec. capacity	47%	0%	3%	0%	50%	100%
Emotional disability	53%	24%	3%	0%	19%	100%
Percept./communicative disability	80%	10%	0%	0%	10%	100%
Hearing disability	X	X	X	X	X	100%
Visual disability	X	X	X	X	X	100%
Physical disability	67%	19%	0%	0%	14%	100%
Autism	X	X	X	X	X	100%
Traumatic brain injury	X	X	X	X	X	100%
Speech/language disability	71%	10%	0%	0%	19%	100%
Deaf-Blind	X	X	X	X	X	100%
Multiple handicaps	56%	13%	0%	0%	31%	100%
Data invalid or not provided*	20%	52%	18%	0%	11%	100%
Total	33%	43%	17%	1%	5%	100%

*Data provided on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 6: Percent of Students Receiving Free/Reduced Lunch = 60% or More

Table 26F. Writing Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 6 CSAP Spring 1997

Disabling Condition	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No disability	41%	41%	12%	1%	6%	100%
Signif. limited intellec. capacity	66%	0%	1%	0%	32%	100%
Emotional disability	60%	15%	4%	0%	22%	100%
Percept./communicative disability	84%	8%	0%	0%	8%	100%
Hearing disability	X	X	X	X	X	
Visual disability	X	X	X	X	X	
Physical disability	69%	15%	4%	0%	12%	100%
Autism	X	X	X	X	X	
Traumatic brain injury	X	X	X	X	X	
Speech/language disability	78%	16%	2%	0%	4%	100%
Deaf-Blind	X	X	X	X	X	
Multiple handicaps	X	X	X	X	X	
Data invalid or not provided*	48%	30%	7%	1%	13%	100%
Total	45%	37%	10%	1%	7%	100%

*Data provided on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Writing Performance of Students by Test Accommodation in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

School SES summaries are reported by student's testing accommodation in Tables 27A-F below.

Level 1: Percent of Students Receiving Free/Reduced Lunch = None

Table 27A. Writing Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 1
CSAP Spring 1997

Test Accommodation	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No accommodation	8%	37%	46%	7%	2%	100%
Large Print	X	X	X	X	X	
Audiotaped (directions only)	X	X	X	X	X	
Audiotaped (entire test)	48%	48%	0%	0%	4%	100%
Scribe	X	X	X	X	X	
Signing of presentation or response	X	X	X	X	X	
Assistive communication device for response	X	X	X	X	X	
Extended/modified timing/scheduling	27%	42%	23%	4%	4%	100%
Data invalid or not provided*	8%	37%	47%	7%	1%	100%
Total	9%	38%	44%	6%	2%	100%

*Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 2: Percent of Students Receiving Free/Reduced Lunch = 1-14%

Table 27B. Writing Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 2 CSAP Spring 1997

Test Accommodation	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No accommodation	11%	43%	38%	5%	2%	100%
Large print	X	X	X	X	X	100%
Audiotaped (directions only	60%	38%	1%	0%	1%	100%
Audio taped (entire test)	64%	31%	0%	2%	4%	100%
Scribe	54%	32%	14%	0%	0%	100%
Signing of presentation or response	X	X	X	X	X	
Assistive communication device for response	23%	47%	26%	2%	2%	100%
Extended/modified timing/scheduling	36%	41%	17%	2%	4%	100%
Data invalid or not provided*	13%	42%	37%	4%	5%	100%
Total	13%	43%	37%	5%	2%	100%

*Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 3: Percent of Students Receiving Free/Reduced Lunch = 15-29%

Table 27C. Writing Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 3 CSAP Spring 1997

Test Accommodation	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No accommodation	19%	47%	29%	3%	2%	100%
Braille	X	X	X	X	X	
Large print	X	X	X	X	X	
Audiotaped (directions only	71%	25%	0%	0%	4%	100%
Audio taped (entire test)	79%	15%	0%	0%	6%	100%
Scribe	57%	29%	7%	4%	4%	100%
Signing of presentation or response	X	X	X	X	X	
Assistive communication device for response	X	X	X	X	X	
Extended/modified timing/scheduling	58%	27%	8%	1%	6%	100%
Data invalid or not provided*	21%	44%	29%	2%	3%	100%
Total	20%	46%	28%	3%	3%	100%

*Data provided on student's test accommodation was invalid (e.g., more than one category narked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 4: Percent of Students Receiving Free/Reduced Lunch = 30-44%

Table 27D. Writing Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 4
CSAP Spring 1997

Test Accommodation	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No accommodation	24%	46%	24%	2%	3%	100%
Large print	X	X	X	X	X	
Audiotaped (directions only	76%	18%	0%	0%	6%	100%
Audiotaped (entire test)	84%	15%	0%	0%	1%	100%
Scribe	33%	33%	17%	0%	17%	100%
Signing of presentation or response	X	X	X	X	X	
Assistive communication device for response	X	X	X	X	X	
Extended/modified timing/scheduling	59%	23%	9%	1%	8%	100%
Data invalid or not provided*	24%	38%	27%	4%	8%	100%
Total	26%	44%	23%	2%	4%	100%

*Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 5: Percent of Students Receiving Free/Reduced Lunch = 45-59%

Table 27E. Writing Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 5 CSAP Spring 1997

Test Accommodation	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No accommodation	33%	44%	18%	1%	4%	100%
Large print	57%	14%	14%	0%	14%	100%
Audiotaped (directions only	X	X	X	X	X	
Audiotaped (entire test)	X	X	X	X	X	
Scribe	X	X	X	X	X	
Signing of presentation or response	X	X	X	X	X	
Assistive communication device for response	X	X	X	X	X	
Extended/modified timing/scheduling	58%	24%	9%	1%	9%	100%
Data invalid or not provided*	24%	47%	18%	1%	9%	100%
Total	33%	43%	17%	1%	5%	100%

*Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 6: Percent of Students Receiving Free/Reduced Lunch = 60% or More

Table 27F. Writing Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 6 CSAP Spring 1997

Test Accommodation	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No accommodation	44%	40%	11%	0%	5%	100%
Braille	X	X	X	X	X	
Large print	X	X	X	X	X	
Audiotaped (directions only	X	X	X	X	X	
Audiotaped (entire test)	X	X	X	X	X	
Scribe	X	X	X	X	X	
Signing of presentation or response	X	X	X	X	X	
Assistive communication device for response	X	X	X	X	X	
Extended/modified timing/scheduling	63%	23%	3%	0%	12%	100%
Data invalid or not provided*	46%	32%	11%	2%	10%	100%
Total	45%	37%	10%	1%	7%	100%

*Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Writing Performance of Students by District Size in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

School SES summaries are reported by district size in Tables 28A-F below.

Level 1. Percent of Students Receiving Free/Reduced-Cost Lunch = None

Table 28A. Writing Performance of 4th Grade Students by District Size in Schools at SES Level 1 CSAP Spring 1997

District Enrollment	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
300 or less	21%	29%	46%	0%	4%	100%
301-600	X	X	X	X	X	
1201-6000	11%	39%	42%	4%	3%	100%
6001-24999	10%	39%	43%	4%	4%	100%
25000 or more	8%	36%	46%	9%	1%	100%
Total	9%	38%	44%	6%	2%	100%
X: Number tested was fewer than 16; no summaries reported						

Level 2. Percent of Students Receiving Free/Reduced-Cost Lunch = 1-14%

Table 28B. Writing Performance of 4th Grade Students by District Size in Schools at SES Level 2 CSAP Spring 1997

District Enrollment	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
300 or less	13%	37%	41%	9%	0%	100%
301-600	16%	50%	29%	4%	1%	100%
601-1200	19%	45%	32%	4%	1%	100%
1201-6000	13%	45%	36%	4%	2%	100%
6001-24999	10%	41%	41%	6%	2%	100%
25000 or more	14%	44%	36%	5%	2%	100%
Total	13%	43%	37%	5%	2%	100%

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 15-29%

Table 28C. Writing Performance of 4th Grade Students by District Size in Schools at SES Level 3 CSAP Spring 1997

District Enrollment	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
300 or less	21%	52%	22%	3%	2%	100%
301-600	19%	48%	28%	1%	3%	100%
601-1200	19%	51%	26%	2%	1%	100%
1201-6000	22%	45%	27%	3%	2%	100%
6001-24999	18%	46%	29%	3%	3%	100%
25000 or more	21%	45%	29%	3%	3%	100%
Total	20%	46%	28%	3%	3%	100%

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 30-44%

Table 28D. Writing Performance of 4th Grade Students by District Size in Schools at SES Level 4 CSAP Spring 1997

District Enrollment	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
300 or less	24%	43%	31%	1%	2%	100%
301-600	19%	46%	28%	5%	1%	100%
601-1200	21%	43%	27%	4%	5%	100%
1201-6000	29%	45%	22%	2%	3%	100%
6001-24999	25%	44%	24%	3%	4%	100%
25000 or more	28%	44%	22%	1%	6%	100%
Total	26%	44%	23%	2%	4%	100%

Level 5: Percent of Students Receiving Free/Reduced-Cost Lunch = 45-59%

Table 28E. Writing Performance of 4th Grade Students by District Size in Schools at SES Level 5 CSAP Spring 1997

District Enrollment	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
300 or less	22%	51%	20%	2%	5%	100%
301-600	27%	49%	21%	2%	1%	100%
601-1200	43%	36%	20%	0%	1%	100%
1201-6000	32%	43%	20%	2%	3%	100%
6001-24999	31%	44%	19%	1%	4%	100%
25000 or more	35%	43%	15%	1%	7%	100%
Total	33%	43%	17%	1%	5%	100%

Level 6: Percent of Students Receiving Free/Reduced-Cost Lunch = 60% or More

Table 28F. Writing Performance of 4th Grade Students by District Size in Schools at SES Level 6 CSAP Spring 1997

District Enrollment	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
300 or less	33%	48%	12%	2%	5%	100%
301-600	42%	43%	11%	1%	3%	100%
601-1200	41%	39%	16%	1%	4%	100%
1201-6000	41%	40%	14%	0%	4%	100%
6001-24999	43%	42%	11%	0%	5%	100%
25000 or more	47%	34%	9%	1%	9%	100%
Total	45%	37%	10%	1%	7%	100%